

# Offley Endowed Primary School

## Inspection report

---

<b>Unique Reference Number</b>	117445
<b>Local Authority</b>	Hertfordshire
<b>Inspection number</b>	312616
<b>Inspection dates</b>	25–26 June 2008
<b>Reporting inspector</b>	Sheelagh Barnes

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	83
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rosalind Murray
<b>Headteacher</b>	Mrs Karen Slack
<b>Date of previous school inspection</b>	26 January 2004
<b>School address</b>	School Lane Offley SG5 3AT
<b>Telephone number</b>	01462 768392
<b>Fax number</b>	01462 769001

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	25–26 June 2008
<b>Inspection number</b>	312616

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://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 an Additional Inspector.

## Description of the school

This is a smaller than average sized primary school and pupils are taught in four mainly mixed-age classes. Most pupils are White British, although a small and growing proportion comes from a range of minority ethnic backgrounds, some of whom have English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than national. Whilst the numbers of pupils who need extra support with their learning is broadly average, there are no pupils currently with a statement of special educational need. Attainment on entry is in line with that expected for children's ages. There have been significant recent changes to staff, which was also noted at the time of the previous inspection. The school has been awarded with the Healthy School Award and the Football Association Charter Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory quality of education. The good leadership, particularly of the headteacher, and the reorganisation of staff, which includes many new members, has forged a purposeful and effective team. As a result, the school has recently developed many good features. However, these improvements have yet to raise standards, or be sufficiently established, to further enhance the school's overall effectiveness. Under the guidance of the headteacher, the governing body and subject leaders are effectively developing their monitoring and planning skills. They have already brought about significant improvement in many aspects of the provision though these are not sufficiently embedded to grade the school's overall effectiveness more highly. The headteacher has a good understanding of the school's strengths and areas for improvement and has demonstrated recently that the school has a good capacity to continue to develop and improve further.

Pupils throughout the school make effective gains in their learning in lessons, especially in the core subjects of reading, writing and mathematics. This is because of the good quality of the teaching. Assessment data clearly indicates that for the most recent year, the progress of boys and girls from all groups has been good. However, there has been a history of past underachievement in several parts of the school. As a result, pupils at the end of Year 2 and Year 6 are likely to attain standards that are broadly in line with those expected for their ages in reading, writing and mathematics. Their overall achievement from entry to the school is, therefore, satisfactory.

Improvements in teaching and learning delivered by enthusiastic teachers make lessons interesting. They achieve this, for example, through the use of interactive whiteboards and many practical activities, such as drama. They track pupils' progress effectively through assessment and mark work regularly, using positive comments and encouragement. In English and mathematics, teachers have started to share with pupils what the next steps are they need to take to improve their work. However, some opportunities to suggest ways to improve pupils' writing in subjects other than English lessons are missed and not all pupils are aware that they have targets, as reference to them is inconsistent. The headteacher is aware, through her monitoring, that the policy for this needs to be revisited and reasserted for all staff.

Pupils' personal development is good. They take part in activities with wholehearted enthusiasm and talk about their school and the things they do with obvious pride. The curriculum has been significantly enhanced and is now good. There are many opportunities for pupils to take part in exciting and worthwhile learning opportunities and these have a positive impact on their progress and enthusiasm for their learning. Because of this, pupils enjoy lessons. The headteacher has identified the need to review the curriculum to ensure that the links between subjects are maximised in order to improve pupils' progress still further in the non-core subjects. Pupils' care and welfare are provided for appropriately and the provision for them to learn about staying safe and keeping healthy is good.

## Effectiveness of the Foundation Stage

### Grade: 2

Children have a good start to their education in Foundation Stage because of the good quality of the provision. Children settle happily and parents are pleased with the care staff take to help their children enjoy their first days at school. The curriculum is effective and there is a good

emphasis on developing children's literacy and numeracy skills. Provision for children to develop their knowledge and understanding of the world, creative and physical development through outdoor learning has been significantly developed and is also now good. Boys and girls from all groups, make good progress overall because of effective teaching. Consequently, by the time they start in Year 1, standards are at least in line with those expected for their ages and for many children, they are above. However, while daily routines have grown and are known to all, they have not been formalised and so are open to differing interpretation. The Foundation Stage coordinator is aware that agreed routines now need to be clearly written for all to see.

### **What the school should do to improve further**

- More consistently involve pupils in the evaluation of their successes and regularly share what they need to do next to improve their writing across the curriculum.
- Formalise procedures for day-to-day activities so that all staff know what needs to be done and who is responsible for each area.
- Develop the links between subjects to make learning more relevant and improve progress.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards in English and mathematics are broadly average at Year 2 and Year 6. Data shows that for many pupils, there has been significant under-achievement in the past, but this is no longer the case. Progress in all classes is currently good. This is because the rate of learning in lessons is increasingly good, particularly in English and mathematics. This improvement is directly attributable to good leadership and management, which has focussed on raising the quality of teaching and learning in literacy and numeracy. Those pupils who need extra support with their learning, including those with English as an additional language, receive good support so that they achieve well in relation to their abilities.

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

### **Grade: 2**

Pupils say they enjoy being in school and their attendance is good. Their personal, including their spiritual, moral, social and cultural, development is good. They generally relate well to each other, disputes and bad feelings are rare and dealt with speedily by all staff. As a result, behaviour is good; pupils are respectful of each other and try to do their best with their work in lessons. Pupils develop a good understanding of the need to stay safe and of the value of adopting a healthy lifestyle through such things as choosing healthy food. They are suitably prepared for the next stage in their education. The school encourages pupils to take responsibility at a social level and links with the school and wider community are good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

As a result of the good quality of the teaching, pupils are now making good gains in their learning. Relationships are good and expectations of pupils' behaviour are consistent and high.

As a result, pupils know what is expected of them and so are relaxed and happy in their work. They listen carefully, join in enthusiastically and concentrate well. Teachers make good use of a range of teaching aids, such as interactive white boards and trips and visits, to make lessons interesting, exciting and memorable. Teachers and other adults work together effectively. Assessment is regular. Targets for the next steps in literacy are set, based on what pupils can do and these are shared with them. However, this involvement of pupils is not yet undertaken consistently throughout the school. Marking is regular and positive, but marking in subjects other than English does not always tell pupils how they can improve their writing skills.

## **Curriculum and other activities**

### **Grade: 2**

The school provides pupils with a good range of learning opportunities. Staff are successfully using the national strategies for teaching literacy and numeracy to guide their planning. They have addressed the shortcomings in the balance between subjects and the limited provision for outdoor learning for children in the Foundation Stage, highlighted at the time of the last inspection. Currently, the school is establishing links between different subject areas but the headteacher recognises that there is still much work to be done to develop and embed this. Teachers and teaching assistants provide good support for pupils who need additional help, including those with English as an additional language. A wide range of out-of-school activities are well supported and provide pupils with good opportunities to develop their interests. Effective use is also made of opportunities to enrich the curriculum through trips, to learn from qualified experts, such as in music and physical education and all pupils in Years 2 to 6 now learn French.

## **Care, guidance and support**

### **Grade: 3**

The quality of support for pupils is good. Staff know pupils well in this small school and pupils benefit from good pastoral care. Effective systems are in place for safeguarding of pupils, child protection and risk assessments. Pupils feel safe in school and say they know that they will be listened to if the need arises. The school is caring and staff are alert to minimise any risks. However, some day-to-day procedures have evolved over recent times as the new school curriculum and policies have been developed. As they are not all in written form and with the many recent changes to staff, some are open to differing interpretations. The headteacher acknowledges the need to review agreed routines with all staff so that they all know what is required. Academic guidance is satisfactory. The school has made an effective start in establishing school-wide procedures for involving pupils' in knowing what they need to do next to improve their writing. However, these are still inconsistently applied, so that pupils do not all know what they need to do next and some pupils, incorrectly, say that they do not have any targets at the present time.

## **Leadership and management**

### **Grade: 2**

Good leadership and management, in particular from the headteacher, have resulted in good improvements over the past year, for example, in the quality of teaching and learning and the curriculum. These have led to pupils' making good progress. The headteacher has a very clear view of the school based on her regular and astute monitoring. This information gathered is

shared openly with staff and governors and used effectively to highlight areas for improvement in the development plan. The governing body is strong supporter of the school and feel confident to question and challenge the leadership. All legal requirements are met and management of resources is good. A number of coordinators are new to their roles but are establishing themselves well in monitoring of standards across the school. Whilst monitoring of pupils' learning is rigorous and accurate, the school acknowledges that systems used currently are unwieldy and refining them to extract information more easily is an area requiring further development.

**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](http://www.ofsted.gov.uk).**



## Annex A

## 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?	3
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?	3
The standards <sup>1</sup> reached by learners	3
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	3

### 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?	2
How well are learners cared for, guided and supported?	3

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

27 June 2008

Dear Children

Inspection of Offley Endowed Primary School, Offley, SG5 3AT

Thank you for being so welcoming and friendly when I visited this week. I really enjoyed meeting you, watching you work and talking to you. Your school is giving you a sound education and there are some really good things about your school:

- You enjoy school and come regularly.
- Mrs Slack knows your school well and what to do to make it even better.
- You all learn a lot about getting on together and your behaviour is good.
- You have a good understanding of how to stay healthy and keep safe.
- Teachers make lessons interesting and exciting.
- There are good opportunities for you to do lots of different things, like taking part in the school play, and visiting other schools.

I have asked your school to do the following things.

- I have asked teachers to give you more information on what to do to improve your writing, such as when you are writing in history, for example.
- I have asked Mrs Slack and all of the teachers and adults to review the things they have decided to do, so that they make sure that things are the same for you each day in each class.
- To look at the links between different subjects so that you can be learning about different things at the same time.

I know you will carry on trying your best and enjoying your school. I wish you all well for the future.

Yours sincerely

Mrs Sheelagh Barnes Lead inspector