

Honeybourne First School

Inspection report

Unique Reference Number	116688
Local Authority	Worcestershire
Inspection number	326429
Inspection date	6 July 2009
Reporting inspector	Mike Capper

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	First
School category	Community
Age range of pupils	4–10
Gender of pupils	Mixed
Number on roll	
School (total)	93
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Martin Whittaker
Headteacher	Elaine Huntington
Date of previous school inspection	17 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Street Honeybourne Evesham WR11 7PJ
Telephone number	01386 830462
Fax number	01386 830462

Age group	4–10
Inspection date	6 July 2009
Inspection number	326429

© Crown copyright 2009

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 two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- The success of teaching at meeting differing needs.
- The effectiveness of the curriculum at promoting literacy skills.
- The school's partnership with others and curriculum enrichment and their impact on pupils' learning.
- The impact of leaders at all levels on improving school effectiveness.

Evidence was gathered from observations of pupils at work and play, discussions with staff, governors and pupils, scrutiny of documentation and an analysis of parents' views. 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

Most pupils come to this small rural primary school from the village of Honeybourne, although some travel from further afield. The proportion identified as having learning difficulties and/or disabilities is broadly average. The number eligible for free school meals is below average. Children in the Early Years Foundation Stage are taught in a mixed-age Reception and Year 1 class. Pupils transfer to the local middle school at the end of Year 5.

The school has an Activemark for its work in physical education, and is registered as an eco-school. The headteacher took up post in January 2008.

The Honeybees Nursery, which is located on the school site, is not managed by the governing body and was inspected separately.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Parents are justifiably pleased with the work of this good school that helps pupils to flourish both socially and academically. The school has improved significantly over the last two years under the strong leadership of the headteacher and governing body. Hard work and determination from all staff have ensured that weaknesses have been tackled decisively, resulting in pupils' progress picking up across the school.

Pupils achieve well because teaching and learning are good. Children get a good start in the Early Years Foundation Stage where they learn quickly and this good progress is then maintained in the rest of the school. Consequently, standards are well above average by the end of Year 5, with many pupils already working at or beyond the levels typically expected by the end of Year 6. Teachers manage pupils' behaviour well, make good use of resources to make work interesting and ensure that there is generally a good pace to learning. They successfully meet their pupils' differing needs in most lessons but there are occasions when work is not pitched at exactly the right level for all, resulting in it being too hard or too easy for some. When this happens, progress slows. Teaching assistants give good support to pupils with learning difficulties and/or disabilities, ensuring that they make good progress.

Adults provide good care, guidance and support for the pupils and encourage them to become responsible citizens. Consequently, pupils are well prepared for the next stage of their education and later life and they develop a good understanding of how to stay safe and healthy. They grow their own food in the school garden and take a keen part in many sporting activities. Pupils thoroughly enjoy school; they are especially appreciative of the wide array of clubs, visits and visitors that enrich the already good curriculum. These, alongside a strong partnership with other local schools, significantly enhance learning by helping to bring subjects alive. They also reflect the willingness of staff to go the extra mile to provide pupils with worthwhile and exciting experiences. Literacy and numeracy skills are promoted well. Pupils develop a love of reading and are becoming increasingly confident about using their writing and counting skills in different subjects. Teachers foster creativity well with pupils producing high quality artwork such as the superb still life paintings currently on display in school.

Pupils and adults get on very well together and are courteous and polite. There is a good working atmosphere in lessons and pupils work hard most of the time although some of their recorded work in English and mathematics is not neat enough. This is partly because older pupils do not always take sufficient care with their work and also because teachers sometimes accept work that is too untidy.

Pupils' awareness of the importance of looking after the planet for future generations is being developed extremely well through various eco-projects that focus on teaching an understanding of sustainability. For example, pupils have had to consider the ethical dilemma of whether it is good to use weed killer in the gardens, even if it means a higher output of produce. Pupils are very keen to take responsibility through activities such as the school council and by being house captains. They do so exceptionally well and this helps them to make an excellent contribution to the community. Councillors speak confidently about the things that they have done to improve provision by, for example, instigating a monthly 'Best Worker Award' for each class. Rates of attendance are satisfactory; the school is doing the right things to discourage holidays during the school term but a number of families still take them.

Leadership and management are good. The reflective and purposeful leadership of the headteacher has ensured that the school is moving forward quickly, demonstrating that there is a good capacity for further improvement. The headteacher is supported well by enthusiastic governors who provide good challenge. Systems for checking effectiveness are thorough, and the school is now focusing rightly on strengthening further the role of subject leaders so that they can take a greater part in monitoring provision for themselves. Leaders analyse data in detail and use the information well to identify where extra support is needed. Teachers are also making increasingly good use of targets and marking to help pupils understand how to improve their work. Consequently, many, but not all, pupils are able to talk confidently about the next stage of their learning, especially in mathematics and English, where the use of targets is most strongly established.

Leaders are strongly committed to ensuring that all pupils do equally well and to tackling discrimination. The school's contribution towards community cohesion is good. Pupils take a very active role in the local community through their involvement in activities such as the Scarecrow Festival. They are developing a stronger awareness than in the past of life beyond Honeybourne through visits and links with schools in other parts of the United Kingdom and overseas. Pupils show good concern for the needs of others by organising fund-raising events for different charities.

The school works closely with outside agencies to safeguard pupils' well-being and to ensure that those who need additional help are given it. The school has good links with parents, who are very supportive of the school. One parent summed up the almost unanimous views of others by writing, 'I am pleased that my son is getting such a great start to his education.'

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good teaching and learning in the Reception class ensure that children achieve well. When children start school, most are working at the levels typically expected for their age. Although there is some variation in standards from year to year due to the small size of groups, they rise to above average levels by the start of Year 1 in most years. Children make especially good progress in personal development because adults give their welfare a high priority and provide calm and sensitive support when it is needed. As a result, children develop good levels of confidence and self-esteem and learn to work together well. In lessons, members of staff explain tasks clearly, enabling children to gain good knowledge and to become confident about asking questions. Early literacy skills are promoted well through imaginative role play, the sharp use of questioning and frequent opportunities to read and write.

Good leadership and management ensure that provision is reviewed regularly and action taken as needed to ensure improvement. Leaders are now working to develop the outdoor area which is located in an awkward spot because it is used as an access point by parents. They have clear plans to improve it so that it can be used even more fully in the different areas of learning.

What the school should do to improve further

- Ensure that teachers always pitch work at the right level for all pupils.
- Improve the presentation of work by older pupils in English and mathematics by raising both teachers' and pupils' expectations of neatness.

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.

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?	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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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 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?	2

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 eliminated	2
How well does the school contribute to community cohesion?	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

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

7 July 2009

Dear Children

Inspection of Honeybourne First School, Evesham WR11 7PJ

Thank you for welcoming us to your school and for showing us your work. You were polite and friendly and you behaved very well. We are pleased that you attend a good school.

Some of the things we found out about your school.

- Good teaching helps you to learn well and to make good progress across the school.
- The reception children work together happily and adults plan interesting work for you to do.
- You are taught all the things you should be and you really enjoy school, especially the many clubs, visits and visitors.
- You have a good understanding of how to stay safe and healthy. The gardening club sounds great fun and it is brilliant that you are learning so much about looking after the planet.
- All adults in school are very kind and caring and they give you good help with your work.
- Your headteacher and governors are leading the school well and are working hard to make it even better.
- Nearly all of your parents and carers are very pleased that you come to this school.

What we have asked your school to do now.

- Make sure that teachers always plan work that is neither too hard nor too easy for you.
- Expect older pupils to work more neatly in English and mathematics.

We thoroughly enjoyed talking with you about your work and watching you learn. We wish you all the best for the future. We hope you will try to help your teachers by trying to be more careful about how you present your work so that it is tidier.

Yours faithfully

Mike Capper

Lead inspector