

# Inkberrow First School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 116689           |
| <b>Local Authority</b>         | Worcestershire   |
| <b>Inspection number</b>       | 326430           |
| <b>Inspection date</b>         | 10 February 2009 |
| <b>Reporting inspector</b>     | Susan E Lowry    |

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.

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| <b>Type of school</b>  | Primary  |
| <b>School category</b>   | Community                                      |
| <b>Age range of pupils</b>   | 4–11   |
| <b>Gender of pupils</b>  | Mixed  |
| <b>Number on roll</b>  |  |
| School (total)   | 94   |
| 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  |
| <b>Appropriate authority</b>   | The governing body                             |
| <b>Chair</b>   | Nick Wright                                    |
| <b>Headteacher</b>   | Heather Taylor                                 |
| <b>Date of previous school inspection</b>  | 21 February 2006                               |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected                       |
| <b>Date of previous childcare inspection</b>   | Not previously inspected                       |
| <b>School address</b>  | Main Road<br>Inkberrow<br>Worcester<br>WR7 4HH |
| <b>Telephone number</b>  | 01386 792284                                   |
| <b>Fax number</b>  | 01386 793608                                   |

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|--------------------------|------------------|
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is smaller than average and set in the village of Inkberrow. The site is thoughtfully developed, with a quiet garden area as well as the 'Forest School'. Most pupils are from White British backgrounds. The proportion of pupils eligible for free school meals is well below average. The school holds the intermediate International School's award. Children join the school's Early Years and Foundation Stage provision in their Reception Year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Inkberrow First is a good school. The Reception area has many bright displays which show visitors many of the activities in which the school has been involved. Parents are overwhelmingly positive about the school and many comment on the safe and friendly environment, and the readiness of staff to listen to their concerns.

Achievement is good and pupils attain high standards overall. Pupils make good progress from their starting points in their Reception Year although the rate of progress is a little inconsistent throughout the school. The school has made many improvements in Key Stage 1 in recent years to ensure that, by the end of Year 2, all pupils attain above average standards. Standards are particularly high in writing and this is a reflection of the emphasis the school has placed on this area of the curriculum over the past year. Pupils leave Year 4 with standards which are consistently high and with skills that leave them well prepared for the next stage of their education. Pupils with learning difficulties and/or disabilities also achieve well and the school has provided good support for these pupils, through well-planned and structured interventions.

Teaching and learning are good overall. The school has implemented a number of strategies to accelerate progress throughout the school and these have generally had positive outcomes for pupils. A new marking policy which focuses on identifying the next steps for pupils' learning has been implemented and has been highly effective in taking pupils' learning forward. Consistent and effective use of this policy, particularly with the eldest children has resulted in rapid progress and the attainment of high standard. The pace of lessons is generally good. Teaching assistants offer effective support and intervene quietly and efficiently when needed. The presentation of work is sometimes untidy and pupils do not make enough use of information and communication technology (ICT) in their work.

The care, guidance and support and the curriculum provided for pupils are good. The school has begun to introduce a more creative approach to the curriculum in order to motivate children further, but this has yet to ensure that pupils develop their ICT skills in all subjects. There is also some good enrichment of the curriculum and some interesting after-school activities. Pupils' good personal development and well-being is seen throughout the school and reflects the parents' view that children feel safe, and are well cared for and listened to. Cultural education is particularly strong, with some good international links. The introduction of curricular targets has contributed substantially to the improved standards throughout school. All pupils know their targets and are working well towards them.

The school is well led and managed. Through careful tracking of the pupils' progress, the senior leaders have a clear picture of performance. The senior team are highly effective in their analysis of this data and they use it to pinpoint areas of relative weakness so that they can intervene. Their past successes in improving pupils' progress clearly indicate that the school has the good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter the Early Years Foundation Stage with skills that are generally in line with those expected for their age. They make good progress and achieve well. The well-organised Reception class is an exciting place in which to learn. Children show a good level of independence and demonstrate that they are well able to organise themselves and choose their own tasks and

activities. There is a good range of activities for children to choose from and they flow freely between indoor and outdoor settings. The classroom is well resourced. The children clearly enjoy their education and want to please their teachers. One child told an inspector that they were 'trying to do their very best work so their teacher would be proud'. Independent and happy children reflect their good personal development and well-being. The strong team of teachers and assistants work well to support, encourage and direct the pupils' learning. Leadership of the Early Years Foundation Stage is good, evidenced by the clear understanding of assessment information and of the next steps for learning.

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

- Improve the presentation of work in all areas of the curriculum, including handwriting and use of ICT.
- Develop the curriculum to provide pupils with more opportunities to develop their ICT skills.

## **Achievement and standards**

### **Grade: 2**

Children's level of skills on entry to the school is in line with that expected for their age. Throughout the school, pupils make good progress and reach high standards by the end of Year 4. Pupils with learning difficulties and/or disabilities also make good progress because of the effective support they receive. There are particularly high standards evident in writing, and this reflects the focus given by the school to this area of its work. The school now correctly aims to raise standards in mathematics to the same high levels achieved in writing.

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

### **Grade: 2**

The school is a quiet, well-ordered and organised place where pupils behave well and respond well to the adults who care for them. Children are safe and secure and the school does much to encourage children's appreciation of the outdoors. There are bird tables where children have been involved in birdwatching and a Forest School area where the youngest pupils in the school embark on outdoor exploration. The children mention their enjoyment of these things as well as their frequent classroom aerobic activity sessions, and this has done much to develop their good knowledge of living a healthy lifestyle. Attendance is good and reflects the children's enjoyment of coming to school. Social, moral, spiritual and cultural aspects of the school are all good with links developing with schools abroad. Pupils take on responsibilities well. The school council, for example, makes a good contribution to the school community, suggesting and organising specific projects such as an outside story-telling chair. Pupils are well prepared for the next stage of their education although their skills in ICT are less well developed than other basic skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

There has been an emphasis placed on developing good policies for teaching and learning which has helped pupils to progress. Teachers throughout the school are implementing a new marking policy, curriculum targets and learning outcomes throughout the whole curriculum. This has led to an improvement in standards. but their use is not yet fully consistent throughout school.

Although interactive whiteboards, using a range of software are used to good effect by the teachers to support the curriculum pupils are not fully proficient in using ICT within their own learning. Often, the good content of the written work is overshadowed by poor handwriting and presentation of work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is broad and balanced and satisfies all statutory requirements. Pupils are well catered for. The school has already embarked on a cross-curricular project to make better links between subjects and to make the curriculum more relevant to its pupils. This project has yet to have significant additional impact on the development of the ICT skills of its pupils. Curriculum enrichment is good, including well-developed modern foreign languages. There is also a good range of extra-curricular activities. For instance, the engineering club offers children the opportunity to learn many interesting skills. This club, like others is run voluntarily by members of the local community which underline the strong links between the school and its community.

## **Care, guidance and support**

### **Grade: 2**

All safeguarding checks are in place. The school's procedures to identify and support vulnerable pupils are particularly good and are secure and rigorous. Pastoral care in school is good and children feel secure in their relationships with adults. Academic guidance has shown great improvement, so that assessment information is being used well to direct pupils' learning. Good use of curricular targets helps to lead the whole school's progress. The school has chosen particular target areas to focus on as a 'whole school' and these are being used to good effect. For instance, the whole school is concentrating on 'sentence openers' within writing and children show that they understand how to make progress within this target.

## **Leadership and management**

### **Grade: 2**

There is a strong senior leadership team, which is well supported by a supportive and challenging governing body. Since the last inspection, the leadership team has effectively focused on making relevant use of the assessment data to ask pertinent questions about progress. This, in turn has led to determined school improvement actions which have resulted in positive change. There are effective policies in place to promote equal opportunities and to counter discrimination. Community cohesion is good. There is a very strong sense of this being a school in a village community with teachers involved in village activities and people and organisations from the village involved in the school. The vicar is currently the chair of governors and plays an important role in linking both school and village. However, the school is also engaging with the wider international community by successfully developing overseas links. Leadership in both literacy and numeracy is good and has led to good improvement being made in both subjects.

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## 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? | 2 |
| 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 <sup>1</sup> 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 |

<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.



## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 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  | 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 | 2 |

## The quality of provision

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

|  |     |
|--|-----|
| <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 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**

11 February 2009

Dear Pupils

Inspection of Inkberrow First School, Worcester WR7 4HH

My colleague and I would like to thank you all for talking to us when we came to visit your school recently. You were all very polite and respectful. The calm atmosphere that exists in school is due to your courteous behaviour to one another.

We found that you are making good progress and reach high standards. You have made the greatest improvement in your writing and we could see how your writing targets have helped you to make that improvement. Your teachers are working hard to help you improve by marking your work in particular ways. They try to show where you have achieved the objectives that you talk about at the start of your lesson. They also point out where you need to improve your work. We notice that too many of you do not present your work well enough and you need to concentrate on your handwriting.

All the adults in school care very much about you and they demonstrate this in the way that they speak to you and the amount of time and care that they give to you. It is good to see that so many of you really enjoy coming to school. We think that you behave well in school and that you show a great deal of respect for adults.

Your headteacher and her deputy know how to help you and have been working hard towards improving the ways in which you are taught. They are also looking at how to make your learning more interesting and are changing the way that the teaching of your subjects is organised. We think that this is a good decision because it should give you the greater opportunities you need to improve your computer skills. We have seen that you have risen to the challenges and have made some good improvements. I am sure that you will help the school to improve further by continuing to work hard and trying your best.

Best wishes for the future.

Susan E Lowry

Lead inspector