

# Abberley Parochial VC Primary School

## Inspection report

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<b>Unique Reference Number</b>	116780
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	326446
<b>Inspection date</b>	9 July 2009
<b>Reporting inspector</b>	Melvyn Hemmings

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	96
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>	Andrew Boules
<b>Headteacher</b>	Anne Wylie
<b>Date of previous school inspection</b>	16 May 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>	Abberley Worcester WR6 6AA
<b>Telephone number</b>	01299 896332

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<b>Age group</b>	4–11
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**Fax number**

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## Introduction

The inspection was carried out by two additional inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

- how successfully the school has acted to improve boys' writing skills
- the effect of changes in provision in the Early Years Foundation Stage on children's development
- the extent to which the school's international links have had an impact on pupils' learning.

Evidence was gathered from the school's self-evaluation form, assessment and tracking records, parental questionnaire responses, observations of the school at work, discussions with staff, chair of governors and pupils. Other aspects of the school 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 the report.

## Description of the school

This small primary school has Early Years Foundation Stage provision in a Reception class. The proportion of children eligible for free school meals is below average. Almost all children are White British. The school has gained a number of national awards, including Artsmark Gold, Activemark Gold and the Healthy Schools award. The school runs a breakfast club each day and there is privately managed after school provision on three days.

## 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 school. It has some outstanding features. The overwhelming majority of parents support the school and are pleased with the experiences provided for their children. Two parental comments are typical of many, 'I feel privileged my child is able to grow academically and emotionally in such a warm and positive environment' and 'All of my children who have come through this school are confident, self-assured and happy.'

Children have a good start to their education in the Reception class and make good progress. This good progress is maintained throughout the rest of the school and, as a result, standards by the end of Year 6 in English, mathematics and science are above average. This represents good achievement from pupils' skill levels on starting school. Good quality teaching and learning are the key factors behind pupils' success. Pupils have positive attitudes to their activities and are keen to learn. They are enthusiastic and cooperate effectively with other pupils in pairs and small groups. Teachers plan activities carefully to meet the needs of pupils of different abilities. These activities are interesting and capture and maintain pupils' interest. Consequently, pupils enjoy their tasks and are fully engaged in their learning. As one pupil commented, 'We enjoy our lessons because teachers make learning fun.' Teachers use marking well to suggest to pupils how they might improve. However, they do not provide sufficient guidance or opportunity for pupils to evaluate for themselves how well they are doing and what they need to do next to improve. Pupils with learning difficulties and/or disabilities make the same good progress as other pupils because of the well targeted extra support they receive.

Outstanding spiritual, moral, social and cultural development means pupils behave in an exemplary manner and are very kind and considerate to others. Pupils eagerly take on responsibilities, such as being a school council or Eco council member, and carry them out diligently. In so doing, they make a very strong contribution to the life of the school. They also contribute very well to the local community, such as by organising and carrying out fundraising events for local charities. Pupils adopt healthy lifestyles in an excellent manner and can talk very knowledgeably about the need for a well balanced diet and to take regular exercise. Pupils are well prepared for when they start secondary school and for their future lives.

The good leadership of the headteacher provides focused educational direction and a clear vision for school improvement. All involved in the life of the school share this vision and a strong team ethos is evident. Self-evaluation is accurate and identifies priority areas for development. Leaders then quickly take action to bring about improvement. A good example of this is the way a variety of initiatives were introduced to improve boys' writing skills after it was identified they were lagging behind those of girls. These initiatives included training staff on how to provide writing activities that better engage boys, timetabling extra creative writing sessions and enabling boys to work with visitors, such as a male author, to inspire them to write. These initiatives have proved successful and boys' skills in writing have improved, and boys now do as well as girls.

Community cohesion is promoted well and ensures a common vision and sense of belonging by all, as part of the school and the local community. Everyone in school is treated equally and fairly and helped effectively to appreciate and value the diversity of people's different backgrounds and circumstances. Pupils' awareness of national and global issues is effectively developed through the curriculum and by links with other schools. Subject coordinators monitor and evaluate provision diligently to gain information about the strengths and weaknesses in

their subjects. However, they do not always use this information effectively to bring about improvement. Governors support the school well and are fully involved in influencing its development. The school's recent track record shows it has good capacity to make any necessary changes.

Outstanding curricular provision underpins pupils' excellent personal development. The vibrant curriculum is tailored very well to meet the needs and aspirations of all pupils. Of particular note is the provision for the creative arts and sport, which has gained the school prestigious national awards. The wide range of high quality enrichment activities bring the curriculum to life and widen pupils' horizons in an outstanding manner. Excellent links with other providers, such as sports and music specialists, add a further exciting facet to the curriculum. International links with a school in Gambia have had a positive impact on the curriculum by providing an extra dimension to pupils' learning. The links have effectively extended pupils' understanding of a way of life different to their own and motivated them to plan a topic on The Gambia for themselves. Pupils have been stimulated to lead the local community to raise funds for the Gambian school. This has improved their organisational skills and raised their confidence in dealing with real life situations.

The safety and well-being of pupils is given a high priority, and safeguarding arrangements at the time of the inspection met statutory requirements. Child protection procedures are comprehensive and all staff are aware of the action to take if they have concerns about the well-being of a pupil. Pupils say they feel safe in school and on the playground and are confident they could talk to an adult if they have any worries or concerns. Parents appreciate the way their children are cared for and supported while in school.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

In 2007, classes were reorganised to enable children in the Early Years Foundation Stage to be taught as a single smaller class. These changes have led to staff working more effectively as a team, with a clear focus on promoting children's learning and development. This has proved successful in accelerating progress, raising standards and enabling children to achieve well. Children enter the Reception class with skill levels and abilities as expected for their age. They make good progress overall, and outstanding progress in their personal, social and emotional development. As a result, by the time they enter Year 1, their attainment is above average. Improved planning means there is a good balance between activities directed by staff and those chosen by children. This makes a positive contribution to their development as independent learners. Stimulating role-play areas, indoors and outdoors, such as the Time Machine and Garden Centre, capture children's imaginations as they become happily lost in a world of their own. Children thoroughly enjoy their learning and show very positive attitudes in all their activities. Their confidence thrives in a supportive atmosphere because of excellent relationships with adults. Pastoral care and support are good and statutory welfare requirements are met. Good leadership has rightly identified the need to make better use of the evaluation of strengths and weaknesses in the Reception class to bring about further improvement. Induction arrangements have been improved and ensure children settle quickly into everyday school routines and grow and flourish in a welcoming and stimulating environment.

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

- Develop pupils' skills in evaluating for themselves how well they are doing and what they need to do next to improve.

- Strengthen the skills of subject coordinators in promoting school improvement.

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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
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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
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 <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>	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
The extent to which 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

<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?	1
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**

10 July 2009

Dear Pupils

Inspection of Abberley Parochial VC Primary School, Abberley, WR6 6AA

Thank you for the very friendly welcome you gave us when we visited your school. We enjoyed meeting you and seeing the many exciting things you do. Your school is good and has some outstanding features. It helps you to make good progress and reach standards that are above average in English, mathematics and science by the end of Year 6.

What we found about your school.

- You show a lot of enjoyment in coming to school and are keen to learn.
- Links with the school in Gambia have given you a good understanding of a way of life different to your own.
- Your behaviour is excellent and you are very polite and courteous to others.
- The outstanding curriculum meets the individual learning and personal needs of all of you in a stimulating way.
- Adults look after you well and make sure you are safe, in and around school and on visits.
- Your headteacher and teachers are working hard to help you do even better.

What we have asked your school to do now.

- Improve your skills in evaluating for yourselves how well you make progress and how you might improve.
- Help those teachers who lead subjects to have a greater role in helping the school to improve further.

You can all help your school improve further by continuing to try your best in your activities and carry on being kind and considerate to others. All of you are a credit to your school and your parents.

Yours faithfully

Melvyn Hemmings

Lead inspector