

Pinvin CofE First School

Inspection report

Unique Reference Number	116840
Local Authority	Worcestershire
Inspection number	326459
Inspection date	27 January 2009
Reporting inspector	Sarah Conway

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	Voluntary controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School (total)	84
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	Richard Elliott
Headteacher	Sarah Boyce
Date of previous school inspection	1 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Main Street Pinvin Persnore WR10 2ER
Telephone number	01386 552826
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Age group	4–9
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pinvin First C of E School is a small rural school near the town of Pershore. Almost all of the pupils are White British. There are a small number of pupils from minority ethnic backgrounds and a few who are from Traveller families. There are no pupils in the early stages of learning English. The school has an above average proportion of pupils with learning difficulties and/or disabilities. Children in the Early Years Foundation Stage (EYFS) are taught in a Reception class.

There have been significant changes of staff over the past two years. A new headteacher was appointed in April 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. It is recovering from a period of instability during which time all but one member of the teaching staff, including the headteacher, changed. This resulted in a decline in standards which has now been arrested through the very good leadership of the headteacher and the commitment and hard work of all staff. Pupils respect their teachers and work and play exceptionally well together in a harmonious and secure atmosphere. Their behaviour is excellent because they feel well cared for. Adults provide good role models and are clear about what they expect. Parents are highly supportive of the school and appreciate improvements brought about by the new headteacher. This is exemplified by one parent who commented that 'there is a buzz and energy'.

Until recently, pupils' achievement across the school has been rather erratic. In the EYFS and Years 1 and 2, pupils have generally made steady progress to reach broadly average standards at the end of Year 2. Progress in Years 3 and 4 has been inadequate. As a result, standards in English and mathematics fell to below average at the end of the last academic year. The prompt action of the headteacher has ensured that pupils have made up for lost ground and achievement is now satisfactory and improving. Pupils are making good progress in year groups throughout the school. This is particularly evident in the EYFS, where children are on course to attain well above expected standards at the end of the Reception Year. The regular checks now made on pupils' progress have led to targeted support for those with learning difficulties and/or disabilities so that they are now doing as well as their peers.

Teaching and the curriculum are now good, having been adapted well to meet the needs of all pupils. This contributes to their enjoyment of learning. Pupils' spiritual, moral and social development is good. They have a good understanding of how to keep healthy, which impacts on choices they make in daily life. Their preparation for future life is satisfactory. Although most pupils attend regularly, the irregular attendance of a few pupils interrupts their learning and limits the progress they can make. The school's good partnership with parents and outside agencies effectively secures the well-being of most children so that they are ready to learn. Targets are set for pupils but they are not always aware of what these mean and exactly what they need to do to improve their learning.

The school is well led and managed by the headteacher, who is relentless in driving up standards. The impact is evident in the rapidly improved progress children are making. Since her arrival, the progress of individual pupils has been regularly monitored against challenging targets and assessment information used to improve teaching and the curriculum. Governors are supportive and have recently taken steps to ensure they have the appropriate knowledge so that they are better placed to hold the school to account. However, the role of curriculum leaders is underdeveloped as they are not given sufficient time to fulfil their role. School leaders have a clear understanding of what the school needs to do to improve further. The rapid improvements to teaching and the curriculum and in pupils' achievement demonstrate that the school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The skills and abilities of children entering Reception vary from year to year. In previous years these have been broadly in line with those expected for their age. Children currently in Reception

arrived with skills and knowledge above expectations. Adults spend time in getting to know parents as well as children while they are in the pre-school. This ensures that children settle quickly and make rapid progress in their learning, working well above levels expected for their age. The classroom provides a stimulating and safe atmosphere in which to learn. A range of activities are planned both inside and outside which challenge children, develop their independence and ensure they are always learning. They know the importance of taking turns and work and play confidently together. The outdoor learning space does not draw sufficiently on the natural environment or provide enough opportunities for children's physical development. The new leader of the EYFS makes effective use of recently introduced systems to assess and monitor children's progress to inform planning.

What the school should do to improve further

- Improve the attendance of all pupils.
- Improve the guidance given to pupils so that they have a better understanding of what steps to take to improve their learning.
- Develop the role of curriculum leaders so that they are fully involved in determining what the school needs to do improve.

A small proportion of the 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

Pupils' overall achievement is satisfactory but until recently their progress has been uneven. Pupils entered Year 1 this year with average standards, having made satisfactory progress in Reception from starting points that were in line with expectations. Standards reached by the end of Year 2 are broadly average. In 2008, pupils made good progress in reading and mathematics, attaining above average standards. Progress in writing was slower and standards attained were slightly below average. Pupils currently in Years 1 and 2 are making good progress and, as a result, standards in all areas are rising.

In 2008, because of instability in staffing and leadership, standards in Years 3 and 4 declined and pupils made insufficient progress. The prompt action taken by the headteacher to improve teaching and introduce regular monitoring and tracking of pupils' progress has ensured pupils have made up lost ground. Progress is good in these year groups so that standards are now broadly average.

The steps taken to improve the teaching of writing are contributing to improved standards in this area throughout the school. Pupils with learning difficulties and/or disabilities are now making accelerated progress as a result of the good support being given to meet their needs.

Personal development and well-being

Grade: 3

Children's behaviour is exemplary and all groups play and work harmoniously together. Pupils display a love of learning. This was exemplified by a group of children in the playground before school discussing the impact of climate change on the future location of England's capital. A small number of pupils do not attend regularly and some parents take children on holiday during term time, which interrupts their learning and slows their progress. There are no significant

incidents of bullying, with pupils having the confidence to resolve most conflicts themselves. They know who to go to if they have a concern. They respect each other and are mindful of one another's needs. Pupils eat healthily and participate regularly in a range of sporting activities. They act sensibly and responsibly to keep themselves safe inside and outside the school and when they are using the internet. The role of the school council is underdeveloped and although older pupils have contributed to the design of an outdoor learning space, there are few opportunities for them to take on responsibilities within the school. Pupils begin to gain an understanding of the diversity of other cultures and backgrounds through, for example, a recent visit of a children's steel band from Trinidad and the teaching of British sign language across the school. The school has rightly identified that some improvements are needed in this area. Pupils participate in a number of fund-raising activities and local events. Limited opportunities to use information and communication technology (ICT) are impeding the progress children make in developing the ICT skills essential for future work.

Quality of provision

Teaching and learning

Grade: 2

Teaching has recently improved so that it is now good across the school. Relationships between pupils and teachers in all classes are good, which contributes to the high motivation of pupils. Pupils' progress is monitored regularly and accurate assessment means that work is now tailored to meet the full range of learners' needs. Teachers' good subject knowledge and skills in managing the class ensure that most activities challenge and engage all pupils so that progress is now accelerating. Older pupils in particular are making up for lost ground and achieving satisfactorily. Teachers and adults are skilled in using a range of questions to clarify some pupils' understanding and challenge others to expand on explanations. For example, in one numeracy lesson, a teacher was relentless in challenging pupils to explain how they could check whether they have all the different solutions to a problem. Teaching assistants are highly experienced and work well with targeted groups, contributing to the progress pupils make. At times learning is not as fast as it could be because too much time is spent repeating tasks or resources are not effectively used to support all learners.

Curriculum and other activities

Grade: 2

Many aspects of pastoral care are particular strengths of the school. As a result, pupils feel welcome and secure and have the confidence to do well. Child protection arrangements are good and thorough risk assessments, of the school environment and for trips and visits, are carefully carried out. However, the school does not take robust enough action to improve the attendance of a small number of pupils who have prolonged absences and whose parents take holidays in term time. In the past, the lack of careful tracking and monitoring of pupils meant that the learning difficulties experienced by some were not identified early enough. As a result, they did not make sufficient progress. This has now been addressed and the provision for pupils with learning difficulties and/or disabilities has improved so that all are now making good progress. Pupils have individual learning targets but are not always aware of what these are. Marking is regular but often not linked to targets and does not always show pupils what they need to do to improve. All adults in the school place the highest possible emphasis on the health, safety and welfare of the pupils. Procedures for safeguarding and the welfare of pupils meet requirements. Parents comment on the 'very caring, disciplined environment' which results

in their children being very happy at school. 'My daughter, and many others, run up the school drive every day,' commented one parent. The pupils themselves say that they are very happy at school and know that there is always an adult to go to if they have a problem. There are outstanding links with outside agencies to support pupils' well-being, for example, excellent links with the local middle school ensure a smooth transition for pupils to the next stage of their education. Academic guidance is good. Pupils know their targets and are aware of what they need to do to improve their work.

Care, guidance and support

Grade: 3

In a very short space of time, the headteacher, working closely with the local authority, has developed an effective team of staff determined to continue to raise standards as well to provide high levels of care. She has introduced robust monitoring systems to support pupils to reach challenging targets. Rigorous analysis and evaluation of the school's performance has ensured that staff have a clear understanding of what the school needs to do to improve. The determined way in which underachievement has been tackled and the decline in standards has been reversed demonstrates that the school is well poised to make further improvements. Curriculum leaders are not given time to check on the strengths and weaknesses in the areas for which they are responsible, which limits the impact they can have in contributing to change. The school is a cohesive community and welcomes pupils from all backgrounds. Leaders acknowledge that there is still more to do to extend pupils' understanding of different cultures in the UK and the wider world. Governors are supportive and have recently developed their skills to enable them to play a full role in school self-evaluation and monitoring of pupils' progress.

Leadership and management

Grade: 2

In a very short space of time, the headteacher, working closely with the local authority, has developed an effective team of staff determined to continue to raise standards as well to provide high levels of care. She has introduced robust monitoring systems to support pupils to reach challenging targets. Rigorous analysis and evaluation of the school's performance has ensured that staff have a clear understanding of what the school needs to do to improve. The determined way in which underachievement has been tackled and the decline in standards has been reversed demonstrates that the school is well poised to make further improvements. Curriculum leaders are not given time to check on the strengths and weaknesses in the areas for which they are responsible, which limits the impact they can have in contributing to change. The school is a cohesive community and welcomes pupils from all backgrounds. Leaders acknowledge that there is still more to do to extend pupils' understanding of different cultures in the UK and the wider world. Governors are supportive and have recently developed their skills to enable them to play a full role in school self-evaluation and monitoring of pupils' progress.

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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?	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 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?	3
The standards ¹ 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/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?	3
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	1
The extent to which learners make a positive contribution to the community	3
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 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

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	3
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?	3
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**

28 January 2009

Dear Pupils

Inspection of Pinvin C of E First School, Pershore WR10 2ER

Thank you for the wonderful welcome you gave us when we visited your school recently. We were very impressed by the responsible attitudes you showed around the school and in lessons. You obviously enjoy school and are determined to get the most out of it. You told us you like the after-school clubs and many sports activities which are on offer.

Your school is improving and provides a satisfactory standard of education and care. Here are some of the things we found.

- Your headteacher leads the school very well and, together with all the staff, works hard to ensure you do as well as you can.
- Reception children get off to a good start in Class 1 because it is a happy place.
- Your classrooms are exciting places in which to learn.
- You respect your teachers and each other.
- You all look after each other very well.
- You reach expected standards in English, mathematics and science and your progress in all of these subjects is improving.
- Teachers plan very carefully to ensure that teaching and the curriculum meet your needs, especially if you find learning a bit difficult.
- Your behaviour is excellent and you are always eager to learn.
- You know how to stay safe and have a good understanding of how to live a healthy life.
- We have asked the headteacher and staff to do three things to help the school get even better.
- Work with you and your parents to ensure that you all attend regularly.
- Help you to have a better understanding of what you need to do to improve your work.
- Ensure that all teachers are given time to help the school to improve.

You can help by attending school regularly and by always trying to achieve your learning targets.

Yours faithfully

Sarah Conway

Lead inspector