

Overbury Church of England First School

Inspection report

Unique Reference Number	116837
Local Authority	Worcestershire
Inspection number	338903
Inspection dates	29–30 September 2009
Reporting inspector	Bob Drew

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

Type of school	First
School category	Community
Age range of pupils	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	65
Appropriate authority	The governing body
Chair	Sue Shorrock
Headteacher	Pernilla Pascolutti
Date of previous school inspection	8 February 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the development plan, self-evaluation, key policies and records of progress being made by current pupils. Thirty-four parental questionnaires were returned and scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether current attainment in Years 2 and 5 confirms that standards rise and fall largely according to the nature of each year group and whether pupils' progress is good
- whether outcomes for personal development are excellent
- whether assessment has improved sufficiently since the previous inspection.

Information about the school

The school serves the villages of Overbury, Conderton and Kemerton in rural Worcestershire. It is far smaller than average, though numbers are rising. The great majority of pupils are White British, with a range of other ethnic groups, each represented by one or two pupils. For the school as a whole, the proportion of pupils with special educational needs and/or disabilities is average but varies greatly between year groups. A high proportion of pupils leave or join the school part way through a key stage. The school holds many awards including the Green Flag Eco-School award, Artsmark (Gold) and Active Mark for physical education.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has some outstanding features and a good capacity for improvement.

Because it is well led and managed, the school ensures effective teaching and allows pupils to make good academic progress. Even though the composition of classes changes from year to year, the stability offered by caring staff and excellent pastoral systems ensures that pupils make exceptional gains in their personal development.

Over time, the skills of children entering the Early Years Foundation Stage broadly match national expectations, but variation between different year groups is very marked. Progress is good, which means that pupils start Key Stage 1 with much-improved skills, though still in the range 'broadly average'. They continue to flourish and by the end of Year 2, their attainment is above average in reading, writing and mathematics, the result of dependably good teaching, careful tracking and pupils' strong motivation. Progress is especially strong in reading, following a focus on this area in recent years. Progress is good in writing, and although it is good in mathematics pupils' problem solving and calculation skills are less well developed. Key Stage 2 sees similar strengths and progress is again good. Pupils' standards on leaving in Year 5 are currently above average. The high level of changes in the pupil population means that careful monitoring and settling-in procedures are needed. The school manages this well, but is rightly seeking even greater efficiency to ensure pupils make excellent rather than good progress.

Pupils' enjoyment of school is exceptional and they say they feel completely safe. Healthy lifestyles are adopted extremely well. Pupils make a good contribution to the school and wider community, some elements being outstanding, such as the way pupils care for each other. Involvement beyond the local area is less well developed. Teaching is good across the school, with many lessons extremely enjoyable. Relationships are excellent. The range of work and expectations for different pupils in the class is not well established in every lesson and can prevent progress being outstanding. Pupils benefit from a lively, varied curriculum with excellent extra-curricular activities. Pastoral care is outstanding and has a direct impact on pupils' motivation and sense of being safe and supported.

Leadership and management are good at every level. The headteacher sets a very good tone and high expectations, and supports and encourages colleagues well. Governors have a very detailed and reliable knowledge of the school and have shown skill in strategic matters, especially appointments and budget management. Middle leaders take responsibility for their areas and have each made recent improvements to standards and

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provision. The school gives good value for money.

What does the school need to do to improve further?

- Ensure that excellent progress replaces good progress in at least 20% of lessons by the end of summer term 2010. Do this by providing:
 - lessons which consistently challenge and support the full range of abilities and needs in each class
 - setting high targets for the end of each year for every class, agreed and reviewed by the staff as a whole.
- Help pupils make better progress in problem solving and calculation skills in mathematics. by:
 - carefully analysing how well pupils are learning in these areas,
 - providing staff with focused training on these aspects,
 - monitoring these initiatives rigorously.

Outcomes for individuals and groups of pupils

2

Attainment is generally above average both at the end of Key Stage 1 and when pupils leave in Year 5. It varies considerably from year to year in Key Stage 1, largely because year groups are very small and their composition is changeable. In Year 5 standards remain more consistently above average. Achievement, however, is consistently good, because effective teaching, excellent pastoral support and secure tracking systems enable pupils to progress well whatever their starting points. Achievement in reading is outstanding. In writing it is good and improving, while in mathematics, it is generally good but problem solving skills and aspects of calculation and measurement are less well developed. Marked differences in the performance of boys and girls can be a feature of one year's results only to be reversed the following year. Annual variations in attainment of the highest level in Key Stage 1 (Level 3) largely mirror changes in the proportion of able pupils in the year group. Ethnic minority pupils perform in line with their peers, as do those using English as an additional language.

Progress in lessons is good. The level of enjoyment is excellent and a tribute to the good relationships and sense of fun that predominate. Attendance is above average. Pupils are extremely positive and their excellent behaviour contributes significantly to effective learning. They strongly believe they are safe at school, and their involvement in sport and awareness of how to eat well ensure an excellent approach to healthy living. They make an extremely good contribution to local community life and to the running of the school. They are expert at looking out for one another. Links with the village, church, and local estate are excellent. Pupils' awareness of other religions, and of ethnic and social variations in society is more limited. Spiritual, moral and social development are all very strong.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is consistently good because staff use their positive relationships with pupils and their impressive communication skills very well. Lessons engage pupils successfully and offer extensive scope for practical involvement. Drama and humour are employed skilfully so that lessons are often hugely enjoyable. Most lessons have strong pace and expectations that are demanding for the class as a whole, leading regularly to good progress. Some pupils with special educational needs and/or disabilities have close support in lessons, always effective for the individual, but the deployment of support assistants within the class as a whole varies in quality. The very best lessons are planned with work pitched at a range of levels, matching the prior attainment and expected targets of different pupils. They also have tightly timed sections for each part of the lesson, generating especially strong pace.

Assessment is now used much more effectively than at the time of the previous inspection. It makes a satisfactory contribution to teaching but is not fully exploited in determining the level and range of challenge in individual lessons.

The variety and breadth of the curriculum help to generate strong motivation. Excellent extra-curricular provision also contributes to broadening personal and physical skills, the ability to collaborate and a sense of adventure. Excellent pastoral systems keep pupils secure and draw on family support and the specialist skills of outside agencies. Staff know pupils very well and apply the school's behaviour policy, and rewards and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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encouragement consistently.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The good quality of leadership and management shows itself in pupils' strong academic progress and outstanding personal qualities. The capacity for further improvement is good and largely stems from the headteacher's skill at setting high expectations of herself and colleagues. Staff constantly seek new and better methods and enjoy the trust and support of the headteacher in doing so. They have demonstrated the ability to introduce new ideas that benefit pupils; for instance, in fresh approaches to writing and to teaching information and communication technology. The headteacher has established excellent relationships with parents and carers so that their support for the school is remarkably strong. The range of pupils' backgrounds and needs is very wide and the school is outstandingly successful in its approach to inclusion.

There is considerable monitoring of teaching by the headteacher and other staff, which leads to the spread of good practice. However, the criteria currently used to evaluate high-quality teaching are not sufficiently demanding. Much better assessment systems have been introduced, which help to ensure pupils make good overall progress. Staff and pupils have a clear grasp of what high-quality work looks like and how it can improve. Target-setting has improved, though the intervals between the setting of formal targets and reviews of progress are wider than they might be and staff do not have sufficient opportunity to gain a picture of progress across the school as a whole. Good safeguarding is ensured and links with other schools and organisations are good. There is heavy involvement with the local community, but pupils' understanding of national and global culture, beliefs and wealth or poverty is less developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

All aspects are good. Children arrive with greatly varied skills and needs and each intake is very different from its predecessor. On balance, attainment on entry is broadly average, though writing and calculation skills are below expectations; and the use of numbers as labels, and personal, social and emotional skills generally exceed expectations. Pupils' needs are diagnosed quickly and accurately. Because of good teaching and clear, effective leadership, progress is good. Lessons are well organised, lively and engaging. Strong pace is typical. The teacher's encouraging tone prompts the children to join in with confidence. The degree to which tasks match the full range of pupils' needs varies. By the end of Reception, attainment is a little above average and improvements in mathematical skills and handwriting are especially marked. Teamwork is good because teaching assistants and the class teacher liaise regularly. Assistants take extensive responsibility for teaching and assessing the progress of different groups during the course of each lesson. Joint planning between the Reception class and Year 1 helps ensure efficient progression between the two. Staff and pupils move freely between the two adjacent areas and there is a very good balance between child-initiated and teacher-led group work. Links with parents are very good indeed because of the open-door policy and the special events which invite parents into the school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

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Please turn to the glossary for a description of the grades and inspection terms

Parents and carers are extremely supportive of the school. Questionnaire returns show that an overwhelming majority believe the school succeeds well in all areas. All of those responding consider that their children enjoy school and are safe and that the school helps them to support their children's learning. All say that they are happy with their children's experience. A very small minority believe that more could be done to keep them informed about progress and to take account of their suggestions and concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Overbury First School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 65 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	85	5	15	0	0	0	0
The school keeps my child safe	28	82	6	18	0	0	0	0
The school informs me about my child's progress	13	38	17	50	3	9	0	0
My child is making enough progress at this school	14	41	18	53	1	3	0	0
The teaching is good at this school	24	71	8	24	1	3	0	0
The school helps me to support my child's learning	22	65	12	35	0	0	0	0
The school helps my child to have a healthy lifestyle	26	76	8	24	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	62	10	29	0	0	0	0
The school meets my child's particular needs	14	41	15	44	2	6	0	0
The school deals effectively with unacceptable behaviour	13	38	19	56	1	3	0	0
The school takes account of my suggestions and concerns	12	35	19	56	3	9	0	0
The school is led and managed effectively	19	56	14	41	0	0	0	0
Overall, I am happy with my child's experience at this school	24	71	10	29	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 October 2009

Dear Pupils

Inspection of Overbury Church of England First School, Overbury, Worcestershire GL20 7NT

Thank you for your welcome when my team and I visited your school recently. We enjoyed seeing the school because it is good with some things that are excellent.

We especially liked:

your excellent behaviour, your enjoyment of school and the way you look out for one another

the above average standards you reach in English and mathematics

the good progress you make and the good teaching that helps you do this

the outstanding progress you make in reading

the outstanding care and guidance staff provide, which help you feel very safe, and show you how to live healthily

the headteacher's clear and good quality leadership, which sets such high expectations of your conduct and learning

the way the school links with the life of the local community.

If the school is to become even better it needs to:

make sure more lessons enable you to make excellent progress by giving you more challenging work

help you to make better progress in problem solving and calculation skills in mathematics to become excellent as well.

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Best wishes for the rest of your time at Overbury.

Yours faithfully

Bob Drew

Lead Inspector

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