

Pucklechurch Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	109171
Local Authority	South Gloucestershire
Inspection number	377887
Inspection dates	4–5 October 2011
Reporting inspector	Caroline McKee

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	252
Appropriate authority	The governing body
Chair	Andy Woods
Headteacher	David Forrester
Date of previous school inspection	23–24 June 2009
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 19 lessons taught by 10 different teachers. They could not observe lessons in Year 6 as all pupils were away for the week on a residential course. Inspectors observed the school's work, and looked at a wide range of evidence: Year 6 work books from this current year and from when they were in Year 5; data on pupils' progress and attainment; attendance data; curriculum and other school planning; safeguarding policies; case studies of pupils whose circumstances make them potentially vulnerable; and 68 questionnaire returns from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Why are there such variations in the attainment and progress made between age groups, subjects and groups of pupils?
- How does the school monitor and evaluate this and what is it doing to even out in-school variation and how effective is this?
- Do leadership and management at all levels have sufficiently high expectations of pupils' progress and have rigorous systems in place to effectively monitor and hold staff to account?

Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is below the national average. The number of pupils with special educational needs and/or disabilities is well below the national average. Most pupils are White British. A very few pupils come from minority ethnic heritages. There are a few pupils who come from families serving in the armed forces. There is an after-school club on site that is not managed by the governing body.

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

Pucklechurch Church of England Voluntary Controlled Primary School provides a good quality of education. It is an improving school and a number of the pupils' outcomes are outstanding. The school's analysis of pupils' progress in previous years had identified that there were variations in achievement between groups of pupils, such as boys and their writing skills and the progress rates of different year groups. The school successfully implements short-term support for pupils that are falling behind and as a result has achieved an increase in progress across all year groups. More importantly, over the longer term, it has developed a successful learning culture. All pupils know how to learn effectively. This is supported by teaching that is good throughout the school and some that is outstanding. The group planning ensures that pupils are challenged at the right level and as a result there is now an increase in pupils gaining the higher levels. Learning slows occasionally when the activities chosen are not well matched to the learning objectives and the pupils have little opportunity to work independently or creatively. Targets are set out for the pupils each term but they are not able to see the full picture so that they can further challenge themselves.

Achievement is good for the vast majority of pupils including those pupils from service families. It is satisfactory for the very few pupils with special educational needs and/or disabilities. A robust action plan is in place to raise their achievement which is starting to have a positive impact, especially through the successful implementation of a reading and writing strategy. The finer tracking of progress for pupils with special educational needs and/or disabilities is not sufficiently detailed and as a result teachers are not able to plan so effectively for the next stages of these pupils' learning. Standards seen in all year groups are now above the national average. The school has identified any dips and has effectively managed the strategies for improvement.

Attendance has increased steadily and is now high because of robust systems to monitor punctuality and better communication and cooperation with parents and carers. Pupils' behaviour is outstanding. Their understanding of the varying cultural diversity in their own country is less well developed. The school has identified this and has a plan in place to address this. They enjoy feeling a sense of achievement and exploring exciting aspects of their work in the school environment, especially the 'play pod' where they learn through play.

The effective leadership team took a strategic decision to set out a long-term policy

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to secure a school that develops the desire and skill to learn. With the able and strong support of the governing body and a now stable staff this is bearing the fruits of success. They have successfully engaged the vast majority of parents and carers in supporting their children by providing workshops to show what they can do to help. The senior leadership team, for the most part, is effective in monitoring and evaluating the impact of their actions. At the time of the inspection, child protection procedures were being implemented effectively though the recording of training for staff in child protection was not up to date. Given the overall improvement in pupils' achievement the school's capacity for sustained improvement is good.

What does the school need to do to improve further?

- Improve the detail of information collected and analysed for pupils with special educational needs and/or disabilities so that teachers can plan to accelerate their progress to match that of other pupils.
- Sharpen the monitoring procedures so that the school has an accurate picture of how it is doing at all times and that records for child protection training are updated.
- Make visible and extend the detail of what the pupils will be learning so that they can see their longer-term targets and use this information to extend and further challenge themselves.

Outcomes for individuals and groups of pupils**2**

The children enter the Reception class with skills that are broadly average for their age. The vast majority of pupils make good progress in lessons because the teachers implement strategies such as the structured phonics programme, involving linking sounds with letters, with rigour to target pupils in need of reading support. This is leading to improved and now satisfactory progress for pupils with special educational needs and/or disabilities. The success of this can be seen when pupils are writing independently and can be heard pronouncing the phonic sounds as they write out words. Standards in reading, writing and mathematics are above expectation by the end of Year 2. The gap has been narrowed on previous underachievement and the current Year 6 pupils are on target to meet above average expectations. Boys' writing has improved as a result of a range of strategies such as increasing the male role model input from visitors who actively promote the need for writing as part of their jobs. Effective use is made of the outdoor environment for scientific enquiry and the use of information and communication technology by the pupils enhances their enjoyment and skills. Topic work is always held in high esteem and finished with a performance or presentation across the whole school.

The pupils say that they are in 'the best' school. Some parents and carers expressed concerns about the behaviour of a very few pupils. However, the pupils are happy and extremely realistic about the fact that there is bullying in all schools but if it happens in theirs, it is dealt with very quickly. They have a good knowledge of how

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to stay safe. They love the topic work and enjoy how the staff take part in all the activities. They help to plan events for the school and local village. They excel at managing budgets, presenting ideas and enjoy competing in an ‘Apprentice’ type of competition. There are a few very minor niggles on occasions in the playground, but the pupils manage these situations well themselves. Older pupils support in their roles as monitors. Their response is a direct result of the school’s high but careful emphasis on pupils taking responsibility for their actions and managing risk. In addition, they instigate fund-raising activities, manage the school tuck shop and take part in activities that greatly enhance the skills required for the world of work. Pupils recognise the importance of regular exercise and eating healthy food.

These are the grades for pupils’ outcomes

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	3
The extent to which pupils feel safe	2
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
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	1
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

The teaching is consistently good with only rare examples of teaching that results in pupils not learning so effectively. Lessons are challenging, relevant and successfully engage pupils’ interest and accelerate their learning. What makes each lesson so effective is that pupils are clearly in control of their own learning and know the steps that they need to take to improve. They readily self-check, help their peers and ask questions that further their understanding. An example of this was in a creative writing lesson. The teacher asked the pupils to read what they had written so far and then asked them if they had included their specific targets for the week. The pupils knew exactly what these were and with a quick check and swift adjustment were then back on track. High expectations and well-planned activities in a numeracy lesson enabled the pupils to deepen their knowledge and understanding of how to

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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explode numbers and why. The teachers explain how these skills will be relevant to them in later life. Teachers are increasingly adept at using assessments of pupils’ prior learning to plan activities to move them on lesson by lesson and so pupils are now making good progress. Pupils said that they would like to see what they were going to be learning later in the term. This information is not currently available.

The curriculum is planned around creativity and providing a ‘wow’ factor to learning. Throughout their time at school pupils are given challenging problems to solve and take learning risks that are well supervised. These activities are planned throughout the curriculum. Additional activities such as African drumming enhance their literacy and numeracy skills and are always planned to build towards a final production or to support a particular topic. The extra-curricular activities are varied and much enjoyed by the pupils. Year 5 pupils were already looking forward to their trip to the outdoor activity centre that the Year 6 pupils were currently attending.

Induction arrangements for children into Reception are good because of the good links with the local nurseries and home visits that parents and carers can opt for. Well-planned workshops parents and carers usefully guide parents and carers in how to help their children. This contributes successfully to pupils’ above average standards. Pupils are well prepared to move to their secondary school and activities with pupils from other schools enable them to feel more comfortable about that move. The school identifies groups whose circumstances make them potentially vulnerable and procedures for ensuring that these pupils make good progress are good. The progress for the few pupils with special educational needs and/or difficulties is tracked but not in sufficient detail to secure the same good progress as other pupils.

These are the grades for the quality of provision

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

How effective are leadership and management?

The senior leadership team led by the headteacher effectively promotes drive and ambition which focuses on raising pupils’ achievement through a range of exciting experiences. Leadership responsibilities are shared and teamwork is effective in planning for the pupils’ improving long-term progress. However, the scrutiny of overarching monitoring of all roles has exposed a few gaps. An action plan has now been created which will ensure that these gaps are remedied. The school communicates effectively with parents and carers. There is a commitment and a passion to achieve the best for every pupil. As a result, a good dialogue between

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members of the team and a healthy challenge from the governing body effects change which benefits pupils’ learning. This is a school that is not complacent about further improvement and in which staff and pupils engage in learning together. Safeguarding procedures are secure and the governing body has a realistic view about the school’s strengths and areas that need improving.

Teaching and learning are monitored rigorously and necessary steps have been taken to support and improve teaching. The school has a robust community cohesion plan which has identified the need to increase the range of opportunities for pupils to learn about the diversity of multicultural Britain. There are particularly good links with the local village community and the school is at the heart of much that the village does. International links are good but there is less engagement at a national level. Equality of opportunity lies at the heart of this school. Race relations are good and discrimination in any form is not tolerated. The school recognises that more is required to narrow the slight achievement gap between pupils with special educational needs and/or difficulties and their peers.

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
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make a good start to their Reception classes because they settle quickly and make good progress in all areas of learning as a result of the good provision. They move into Year 1 with standards above those expected for children of their age. They enjoy their learning in a stimulating indoor and outdoor environment which is enriched with resources to stimulate their learning and play, especially their number skills. They benefit from working and watching the Year 1 pupils and interact well with them both socially and physically. They are given plenty of opportunities to work independently and explore the outside areas and there is a good blend of adult

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guidance and teaching. The children feel safe with the adults and their environment. Healthy habits are taught early and they have a good understanding of the importance of personal hygiene. Adults are teaching them to share and take turns and the children are quickly adopting these habits. They play happily together in the different learning areas, particularly in the home corner. The topics chosen cater for both boys and girls and they enjoy the opportunities to understand the world and particularly its creatures.

The quality of teaching, the curriculum and the care the children receive are all good. The staff regularly and frequently assess children’s development and immediately use the assessments to realign their planning and modify resources to accelerate children’s learning. These observations, however, are not always recorded effectively for future reference.

The staff work closely together and good-quality, regular communication reflects in their practice. This informs immediate action to improve children’s enjoyment for learning and their achievement. The risk assessments and steps taken to safeguard the children are secure. The action plan reflects areas for improvement but a shortcoming is that it has not identified the need to challenge the more-able children more consistently. Support for children with special educational needs and/or disabilities is good because of the gains these children make in confidence, behaviour and communication. Partnerships with parents and carers are good and well appreciated, particularly the home visits prior to their children’s arrival at 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

Returns from the questionnaires were average and showed some variation in parents’ views. Written responses indicated concerns and praise about the pupils’ behaviour, their safety and how the school responds to their queries and how the school informs them about their child’s progress. Inspectors found that the school provides good support for the few pupils with challenging behaviour and follows the published school policy. Systems to inform parents and carers about their children’s progress are regular, and the school has plans to improve this again. Some concerns were raised about mixed-age classes. Parents’ and carers’ views were sought before the decision was taken to reorganise classes and no concerns have been raised. The school’s safeguarding systems ensure that pupils remain safe and arrangements for the collection of pupils are clearly stated in the school’s documentation. Parents and

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carers submitted many notes which were full of praise for the school. They wrote, 'my son has had the best start we could wish for', 'both my children are very happy at this school and really enjoy the play pod' and 'my two children love going to school'. Inspection evidence corroborates the positive parents' and carers' views.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pucklechurch Church of England Voluntary Controlled Primary 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 252 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	53	29	43	2	3	0	0
The school keeps my child safe	28	41	32	47	4	6	1	1
The school informs me about my child’s progress	20	29	37	54	10	15	0	0
My child is making enough progress at this school	17	25	36	53	7	10	2	3
The teaching is good at this school	20	29	42	62	1	1	1	1
The school helps me to support my child’s learning	17	25	35	51	11	16	0	0
The school helps my child to have a healthy lifestyle	20	29	41	60	4	6	1	1
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)	23	34	32	47	8	12	0	0
The school meets my child’s particular needs	19	28	40	59	4	6	0	0
The school deals effectively with unacceptable behaviour	17	25	30	44	11	16	5	7
The school takes account of my suggestions and concerns	10	15	35	51	11	16	3	4
The school is led and managed effectively	12	18	36	53	10	15	3	4
Overall, I am happy with my child’s experience at this school	18	26	41	60	2	3	3	4

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



6 October 2011

Dear Pupils

Inspection of Pucklechurch Church of England Voluntary Controlled Primary School, Pucklechurch BS16 9RF

Thank you for the warm welcome you gave us when we visited your school. It was a joy to talk to so many of you and to see and read how happy you are in school. We found that your school is a good school. Some of the things that you do are outstanding. Here are the main things that we found.

- You have outstanding organisational skills, both in lessons and in arranging fund-raising activities and running the school tuck shop.
- Your behaviour is outstanding. You look after each other and know how to sensibly manage any disagreements.
- Your attendance is high.
- You make good progress in your lessons because you concentrate so well, check your work and help each other very thoughtfully in your learning.
- Your lessons are challenging, fun, relevant to your needs and the teachers help you to be independent and think creatively.
- The school provides good opportunities for your parents and carers to understand how to help you with your learning.
- You are well cared for and your headteacher and all the staff work hard so that you have a good education.

We have asked your headteacher to make a few things better for you. We have asked him to make sure that the progress for the children with special learning needs is tracked in more detail and that all the records of staff training to keep you safe are kept up to date. Finally, we have asked the teachers to let you see what you will be learning for the whole year. We are asking you all to see if you can challenge yourselves when you want to with exciting, harder tasks.

Please help your headteacher to make your school even better and we wish you all the very best for your future.

Yours sincerely
Caroline McKee
Lead inspector

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