

# Petteril Bank School

Burnett Road, Carlisle, Cumbria, CA1 3BX

## Inspection dates

11–12 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Attainment is below national averages at the end of Year 6. There are gaps in the knowledge of older pupils, especially in mathematics.
- The progress pupils make has not been fast enough over time to raise their attainment to the average level nor to increase the proportion making better than expected progress.
- When teachers introduce a lesson, they do not always explain clearly what pupils need to do during independent activities. The teaching of letters and sounds is not adapted sufficiently well to younger pupils' different abilities.
- The governing body does not yet analyse pupils' progress information so that its members can effectively challenge school leaders regarding the progress that all pupils and groups of pupils make.

### The school has the following strengths

- Most teaching across the school is now good and sometimes it is outstanding.
- Children make a good start in the Early Years Foundation Stage.
- Pupils with special educational needs benefit from well-focused support that helps them to make good progress.
- Changes to the curriculum and improvements in the quality of teaching have led to pupils' improved overall achievement.
- Pupils enjoy coming to school, they behave well and are courteous, welcoming and polite.
- There are excellent relationships between adults and pupils. Pupils are very confident that adults in the school help them to learn, listen to them and keep them safe.
- The headteacher knows what has to be done to improve the school further. Staff, school governors, the local authority and parents are all highly supportive of her and value the improvements that she has made to the school.

## Information about this inspection

- The inspector listened to pupils read and observed 10 lessons, one of which was a joint observation with the headteacher.
- Meetings were held with groups of pupils, members of the governing body, one local authority representative and school staff.
- The inspector took account of eight on-line questionnaires (Parent View), one letter from a parent and the results of questionnaires distributed by the school.
- A range of documents was looked at, including the school's data on pupils' progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Louise Murphy, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average size primary school. The number of pupils on roll is increasing.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The proportion of pupils supported at school action is above average.
- The proportion of pupils supported at school action plus or through a statement of special educational needs is also above average.
- All pupils are from a White British background.
- New staff have joined the school since the last inspection because of an increase in the number of classes and to provide additional small-group sessions.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school hosts an independently managed breakfast-club. This is subject to a separate inspection by Ofsted.
- The school is an extended school and there is a children's centre, a nursery and the Community Café on site. These did not form part of this inspection.

### What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their rate of progress further by:
  - filling gaps in older pupils' learning, especially in problem-solving
  - teaching letters and the sounds that they make, in ability rather than age-related groups
  - making sure that all teachers effectively demonstrate what pupils have to do during independent tasks.
- Strengthen leadership and management by providing training for governors, which will make sure that they can analyse performance data and challenge school leaders regarding pupils' progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children start school with skills and knowledge well below those typically expected. They are confident, happy and very keen to learn because teachers plan activities that appeal to their interests. As a result of good teaching children make good progress. However, some children start school in the Reception class rather than the Nursery class and, although their skills are improving year on year, by the time they start Key Stage 1, most children's skills are still below those expected for their age.
- Although in Key Stage 1, standards in reading, mathematics and, particularly in writing, are improving because of the now good quality of teaching, they are still below the national average by the end of Year 2.
- From low starting points, all pupils leaving Key Stage 2 in 2012 made expected progress in English and most made expected progress in mathematics. However, too few pupils attain at national levels or make better than expected progress, particularly in mathematics. This is because there are gaps in the mathematical skills of older pupils, particularly in problem-solving. The school recognises this and has taken action to improve pupils' skills but this action has not yet had enough time to make a noticeable impact on overall standards.
- The school has focused on improving standards in writing and this has been successful. Attainment in writing is now improving at a faster rate than in reading and mathematics. Gaps between how well pupils are doing in school and pupils nationally are narrowing rapidly.
- Reading is taught systematically across the school. Younger pupils learn in class groups how to match letters and the sounds that they make. However, their progress is sometimes limited by activities being too hard or too easy for different individuals. Older pupils are very involved and enthused by the recently introduced sessions to teach them reading skills and their rate of progress is improving. However, it is too early yet to see the impact of this in test results by the end of Key Stage 2.
- School leaders have introduced a range of extra support, such as small-group and one-to-one teaching sessions, that are firmly focused on meeting the needs of pupils. These strategies are having a positive impact and assessment information for pupils currently at the school shows that most are now making expected or better progress.
- Individual support packages enable pupils with special educational needs to make good progress, and sometimes better progress than other pupils in their class. Pupils for whom the school receives additional funding through the pupil premium are catching up with pupils nationally in writing, although, in 2012 the gaps in achievement between such pupils and others in reading and mathematics narrowed less. However, such pupils currently in the school are making good progress, and overall all pupils' achievement is beginning to improve rapidly as a result of good teaching.

### The quality of teaching

### is good

- Where teaching is most effective teachers skilfully question pupils to ensure that they are involved in the lesson and understand what they are doing. For example, during one mathematics lesson pupils were solving word problems. The teacher would ask pupils, 'What did you do?' and then follow up with 'How do you know you are doing it right?' Such open-ended questions that encourage pupils to think carefully and explain their ideas are supporting pupils to fill the gaps in their learning which occurred when teaching was not as good as it is now.
- Across all subjects, teachers consistently mark work in a way that greatly helps pupils to do better next time. Pupils are given time to read teachers' guidance and correct work when necessary.
- In a small number of lessons, teachers do not clearly demonstrate what pupils have to do when they work independently. As a result, time is wasted because pupils are not sure about what

they are supposed to be doing.

- Teaching assistants make a valuable contribution to pupils' learning. For example, when one was about to bake mince pies with a group of nursery children, she asked which letter-sound each ingredient began with and made sure that all pupils knew exactly what each piece of equipment was by asking them to bring each specific, named item to the table. She also ensured that children recognised the importance of weighing ingredients. As a result, children developed a range of skills during that exciting activity.
- The mostly imaginative teaching of reading across the school means that pupils of all ages and abilities enjoy reading. For example, pupils are given assignments as 'reading spies' when they have to find evidence in the text to support a statement. This helps them to really understand the books that they are reading. The school gives every pupil two books each year to encourage their interest in reading. However, because pupils are taught letters and the sounds they make in age groups rather than ability groups, the activities they are set do not fully take into account their different reading capabilities.
- Pupils with special educational needs and those pupils eligible for the pupil premium grant are taught well. Teachers and teaching assistants plan together to ensure that work for these pupils is matched to their learning needs and helps them to do well.
- Pupils are provided with a learning journal. They are asked to investigate anything that interests them. The pupils complete their research at home which further develops their independent learning skills. The work that pupils produce in these books demonstrates how eager they are to learn.

### **The behaviour and safety of pupils**

**are good**

- Pupils enjoy attending Petteril Bank School and would recommend it to their friends. This is reflected in the attendance figures which are average and improving.
- Parents overwhelmingly believe that behaviour is managed well, any bullying is effectively dealt with and that their children are kept safe. Pupils have a good understanding of different types of bullying, including cyber-bullying. They feel very safe in school and agree that if they had any issues or concerns their key-worker or any member of staff would listen and help them to sort out their problem.
- The school council represents the views of pupils. It has raised funds by arranging a sponsored run around the playground, providing a coffee morning for the local community and producing a talent show. The council has spent the money raised on providing playground equipment such as goal posts and a trim-trail. It has also contributed money to a number of charities because its members want to help others.
- The pastoral needs of pupils are met very well. The 'U Can Shine', programme is delivered by a motivational coach to all Key Stage 2 classes and inspires pupils to reach for their goals. During one assembly, pupils proudly shared what they wanted to do when they grow up. A pilot, a teacher, and a construction toy designer were a few of the occupations mentioned. The consistent message given by staff is, 'The only person who will stop you is yourself.'
- Behaviour is not yet outstanding because there are a very few occasions when pupils forget how the school expects them to behave. However, when they do, a gentle reminder from staff brings them quickly back to task.

### **The leadership and management**

**are good**

- The headteacher is very clear about the direction she wants the school to take and what needs to be done to raise standards further. Clear progress is being made against the many priorities detailed in the school's plan for development, and as a result, pupils' progress is now accelerating. However, this is not yet rapid enough to overcome some gaps in pupils' learning

fully, especially for older pupils.

- The headteacher has been extremely effective in improving the quality of teaching. Together with subject leaders, she checks on the quality of teaching and learning regularly, making sure that all training provided supports teachers to address school priorities, as well as their own developmental needs. For example, improving pupils' writing has been a focus, training was provided and staff enthusiastically linked with teachers from other schools to share good practice. As a result, pupils' writing skills have improved. These examples demonstrate the capacity of school leaders to continue making improvements.
  - Recent changes to the curriculum make sure that literacy, numeracy and computer skills are practised across all subjects. Pupils' spiritual, moral, social and cultural awareness is very well-developed. Pupils are given opportunities to reflect on their learning and share ideas. Excellent pastoral care makes sure pupils have a very good idea of right and wrong. The wide range of visits and visitors to the school, including African drummers, ensures that pupils are introduced to other cultures.
  - Pupil progress information is rigorously tracked and enables the headteacher to hold teachers to account for the progress pupils make. Performance management procedures are followed and teachers are awarded salary increases only when they are effective in their work.
  - Before the headteacher started at school the local authority provided a high level of support. This has now reduced because there is a confidence that the headteacher has the ability to bring about further school improvement. This view is shared by parents, staff and the governing body.
  - **The governance of the school:**
    - Governors are highly supportive of the school, they are proud of the improvements that have taken place but are also aware that there remains scope for a further increase in standards. The governing body checks to make sure that the arrangements for safeguarding meet all current requirements. They manage the school's budget well and check spending. Governors have approved the appointment of a teacher to support pupils eligible for the pupil premium grant. Through the headteacher's report and by visiting the school, governors are made aware of the quality of teaching in the school and how teachers' performance is managed. However, they do not always ask searching questions of the headteacher because they do not yet have the skills needed to check data about pupils' performance thoroughly.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	112220
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	405382

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	113
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stewart Young
<b>Headteacher</b>	Jose Hodgkins
<b>Date of previous school inspection</b>	29 November 2010
<b>Telephone number</b>	01228 631650
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