

Puriton Primary School

Rowlands Rise, Puriton, Somerset, TA7 8BT

Inspection dates 26–27 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
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 good school.

- All pupils make good progress in a wide range of subjects, including reading, writing and mathematics. This reflects good improvement since the previous inspection.
- Standards have risen strongly since the previous inspection and are higher again this year.
- Teaching has improved and is consistently good. Sometimes, it is outstanding.
- Good teaching is typified by the well-planned learning activities that provide just the right amount of challenge for pupils of all abilities, including the more able and those who sometimes struggle to understand.
- Behaviour is good and pupils feel safe. They understand what the different types of bullying are and know what to do on the very rare occasions when it happens.
- The mutual respect between adults and pupils makes a significant contribution to the positive atmosphere in all lessons.
- The headteacher's systematic and determined drive has successfully raised the school's expectations for pupils' achievement and personal development.
- Pupils, parents and carers, members of the governing body and staff are fully committed to the school's success. They have played an active part in bringing it about over the last three years, especially in improving the quality of teaching and learning.

It is not yet an outstanding school because

- Opportunities for pupils to make improvements in response to teachers' comments and feedback are inconsistent.
- Teachers do not always give pupils enough opportunity to explain fully what they are thinking in lessons and so enable them to extend learning further.
- Pupils do not have the same well-planned opportunities to apply and use their mathematical knowledge, understanding and skills in a wide range of subjects as they do for their skills in literacy, and information and communication technology.

Information about this inspection

- Inspectors observed 16 lessons taught by seven teachers, including four lessons observed with the headteacher. In addition, they made a number of short visits to lessons.
- The inspectors heard a number of pupils read. They looked at past and current information about pupils' progress and at pupils' work in books and on display.
- The inspectors looked at documents relating to behaviour and safeguarding, information from records of the school's checks about what is going well, and school improvement planning.
- The inspectors met with small groups of pupils to talk about their learning and to find out what they thought about the school. Inspectors also met with staff and with representatives of the governing body.
- The inspectors talked to parents and carers informally at the start of the day. They took into account 68 responses shown in the online questionnaire (Parent View), the most recent parent survey carried out by the school and the parent forum minutes.
- The inspectors took note of 19 staff questionnaires.

Inspection team

Georgina Beasley, Lead inspector

Additional Inspector

Jeanne Simpson

Additional Inspector

Full report

Information about this school

- Puriton Primary School is smaller than the average-sized primary school.
- Nearly all pupils are from White British backgrounds.
- Very few pupils speak English as an additional language.
- A below-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, children in local authority care, and those who have a parent in the armed services. No pupils at the school are currently in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The number of pupils who join the school after Reception and leave before Year 6 is above average; this movement happens mostly during Key Stage 2.
- The school meets the government's current floor standards (the minimum expectations for pupils' attainment and progress).

What does the school need to do to improve further?

- Increase the consistency in the quality of teaching by ensuring teachers give pupils consistent opportunities to:
 - explain what they are thinking in lessons and so enable teachers to extend further pupils' learning
 - make the requested improvements to their work in response to teachers' comments written on their work and the feedback teachers give in lessons.
- Extend opportunities for pupils to use and apply their mathematical skills in a wide range of subjects.

Inspection judgements

The achievement of pupils is good

- All pupils make good progress across the school. Pupils know what they are learning and why, and refer to the planned lesson outcomes and their personal targets to check whether they are being, or have been, successful in lessons. The attainment of more-able pupils has improved strongly since the previous inspection.
- Most children start in the Reception class with knowledge and skills within the levels expected for their age, although standards are below in some year groups. The children are inquisitive and interested learners by the time that they start in Year 1, and nearly all reach the levels they should in all areas of learning except in writing. For the last two years, more children have achieved above-expected levels, reflecting an improving picture.
- Pupils read widely and often both for enjoyment and to find information for projects and other subjects. Older pupils have good comprehension skills that help them find the information that they need quickly.
- Pupils use and apply their writing skills in a range of subjects, such as writing instructions on making bracelets in design and technology, writing about what life must have been like during the Second World War in history, or writing up a science experiment. Improvements in pupils' knowledge of letters and the sounds that they make (phonics) are helping younger pupils in particular to be better spellers. An above-average proportion of Year 1 pupils reached the expected standard in last year's phonics check.
- Pupils have a good understanding of numbers and add, subtract, multiply and divide them quickly and accurately to find answers to problems. While there are some good examples of pupils using and applying their mathematical skills to solve real-life problems in mathematics lessons and through regular enterprise projects, this is less evident in other subjects.
- Pupils have excellent computer skills. They use tablet computers confidently to research topics and to record their learning. Pupils have access to a wide range of interesting reading material, which has resulted in improvements in boys' reading, in particular.
- Pupils who are eligible for the pupil premium make good progress from their starting points. Movement in and out of the school and the very small numbers of these pupils in each year group make the analysis of trends in attainment difficult. In last year's national tests, the group who were eligible for the funding were about a year behind the pupils who did not receive it in mathematics and English. In the current Year 6, pupils eligible for the pupil premium funding are about a year ahead of others in both subjects. In addition, the school's information about pupils' progress shows that the gap with those who do not receive the funding closes each year in reading, writing and mathematics as pupils move through the school.
- Disabled pupils and those who have special educational needs make good progress from their starting points due to the targeted support they receive in lessons, and individually when they work with an adult outside the classroom. Some make excellent progress.

The quality of teaching is good

- Teaching has improved since the last inspection and is consistently good throughout the school.
- Teachers consider carefully what pupils will learn in lessons and how they will learn it. They always share this clearly with pupils so that pupils know when and why they have been successful. Teachers check pupils' learning during lessons so that they can explain in more detail if pupils get stuck or give extra challenge if they find the work too easy. Teachers check the work in pupils' books regularly and write helpful comments on how to improve. They do not always give pupils the time to respond and make the necessary improvements.
- Teachers use the information that they have about pupils' learning to decide what to plan the next day and so make sure that pupils are working at the right levels for their abilities. As a result, more-able pupils are challenged to reach higher standards while less-able pupils are

enabled to reach their potential. If any pupil's progress slows on any day, immediate steps are taken to give specific and well-matched support. This helps any pupils who may have gaps in their learning to catch-up quickly.

- Some teaching is outstanding, typified by teachers' astute questioning that requires pupils to give full answers to their questions so that they can check that tasks are challenging enough. In some lessons, teachers do not give pupils enough opportunity to reflect and explain fully what they are thinking and so ensure that they extend pupils' learning fully.
- The positive atmosphere in lessons encourages pupils to ask questions if they do not understand something or to check whether what they do understand is accurate. This helps teachers to clarify learning and to help those pupils to make faster progress in their learning.
- Homework supports learning in school well through specific tasks, activities and projects. 'Inspire' workshops give parents and carers ideas and a good understanding of how to support their children with learning in a wide range of subjects at home. Pupils read every day in school or at home, which helps them to gain in confidence and to read widely for a range of purposes.

The behaviour and safety of pupils are good

- Pupils' very positive attitudes make a significant contribution to their good learning in lessons. They settle quickly to work, and listen attentively and respectfully when an adult or another pupil is talking.
- Opportunities for pupils to contribute to their own learning and to the school's success have improved significantly since the previous inspection. Pupils feel able to express their views about anything to anyone and value the formal opportunities through the school council. Numerous enterprise projects help them gain the important life skills of teamwork, negotiation, planning and decision making.
- Pupils behave well at all times. They feel safe in school and know what to do if they have any concerns. Any concern is listened to and dealt with by staff. Pupils know about the different types of bullying and were particularly keen to tell inspectors that this included cyber-bullying.
- Pupils and adults are courteous, polite and respectful to each other at all times. Pupils need few reminders about how to behave in lessons and they play convivially at playtimes. The strong emphasis on friendship and caring about each other's feelings results in all pupils sharing the space and equipment, and joining in amicably with each other's games.
- Attendance has been consistently good since the previous inspection. Nearly all pupils get to school early to join in with the morning 'wake and shake' activities, and so punctuality is excellent. Pupils enjoy school and some who spoke to inspectors said, 'We want to come to school because we enjoy it.'

The leadership and management are good

- Since her appointment three years ago, the headteacher has tackled the school's weaknesses systematically and in a determined way. Accurate evaluations of teaching and pupils' progress have resulted in a comprehensive and long-term approach to school improvement planning.
- There has been strong improvement in all aspects of the school's work, including the quality of teaching and in the way that governors allocate resources. Teachers' training has resulted in good improvements in pupils' learning and progress, and particularly in computer technology.
- Pupil premium funds are monitored closely to ensure that the extra funds spent on additional teaching staff are making the difference they should to pupils' learning. A set amount of money is put into enrichment pots every year so that pupils who receive the funding are able to attend all activities regardless of their ability to pay.
- Equal opportunities are promoted well and there is no room for discrimination. One-to-one tutoring helps any pupil who falls behind to catch-up quickly. Attendance at workshops enables pupils with a particular interest, gift or talent to extend their knowledge.

- The school plans learning experiences that give pupils a broad range of skills and that promote their understanding of world communities and their spiritual, moral, social and cultural development well. Learning in school is enriched well through a varied range of clubs, visits, visitors and numerous trips around the village and beyond.
- The local authority keeps a watchful eye to ensure that standards do not slip. It keeps in regular contact with the school to give any support for staff training such as supporting the school's partnership working with the local consortium of schools.
- **The governance of the school:**
 - Governance has improved well since the previous inspection. The governing body has been extremely proactive in attending training and in ensuring that it has the range of expertise, experience and skills necessary to support the school and to ask it probing questions about pupils' progress, teacher performance and the use of performance management. Governors' attendance at meetings and school events is high and so they have good first-hand knowledge about the school's work, including the quality of teaching and data about the pupils' achievement. The governing body uses the information to check that procedures for ensuring pupils' safety are secure and that the money they have allocated is being spent efficiently.

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

Unique reference number	123694
Local authority	Somerset
Inspection number	402192

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Roger Madge
Headteacher	Jacqui Keir-Bucknall
Date of previous school inspection	14–15 October 2009
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