

Greenfield and Pulloxhill Academy Pulloxhill School

Fieldside Road, Pulloxhill, Bedford, MK45 5HN

Inspection dates 11–12 September 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Achievement across the school is outstanding, which means pupils are very well prepared for middle school.
- Children make rapid progress in the Reception class, where they benefit from a wide mix of exciting work.
- Pupils continue to make exceptional progress as they move up the school. They reach above-average standards when they leave school in Year 4. Pupils do not reach quite the same high standards in mathematics that they do in reading and writing.
- Outstanding teaching enables pupils to build on their skills year by year. Teachers provide pupils with work that is very challenging and engaging.
- Pupils feel very safe in school. Their behaviour in class and around the school is exemplary. Pupils are very keen to learn and take a high level of responsibility for the quality of their work.
- The headteacher and other leaders have high expectations, which have ensured that high standards have been sustained since the school opened. The checks on the quality of teaching are frequent and robust and ensure it is outstanding. Plans and staff training to improve the school have been highly successful. The school has an excellent capacity to improve even further.
- The governing body provides outstanding challenge and support. It makes sure that the school meets all legal requirements.

Information about this inspection

- The inspector observed the teaching in all classes. He visited 11 lessons taught by three teachers as well as sessions for small groups of pupils led by teaching assistants. The headteacher joined him for some of these visits.
- The inspector held discussions with pupils, the headteacher, teachers, the Chair of the Governing Body and several other governors. The inspector had a telephone conversation with the school's improvement officer.
- The inspector heard pupils read and looked at a range of evidence, including records of pupils' progress, safeguarding documentation, behaviour logs and the results of the school's checks on the quality of teaching. He also examined the work in pupils' books.
- The views of 17 parents, analysed through the Parent View website, were considered. The inspector also took account of the views of 15 parents with whom he talked at the school gate and the views of several parents who wrote emails to the inspector.

Inspection team

Gerald Griffin, Lead inspector

Additional Inspector

Full report

Information about this school

- Pulloxhill is a small school.
- Pulloxhill School converted to become an academy on 17 August, 2011. When its predecessor school, Pulloxhill Lower School, was last inspected by Ofsted, it was judged to be outstanding.
- This is one of two separate schools that forms the Greenfield and Pulloxhill Academy.
- There is a single executive headteacher of both schools.
- Most pupils are of White British heritage. The remainder come from a wide variety of minority ethnic backgrounds.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils eligible for free school meals, those in care and other groups) is below the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.

What does the school need to do to improve further?

- Close the small gap in attainment between mathematics and English by making sure that teachers always identify precisely what each child needs to do to improve any gaps in their mathematics learning.

Inspection judgements

The achievement of pupils

is outstanding

- Children start school with levels of knowledge, skills and understanding that are below those expected for their age. From the very beginning children's interest and curiosity are developed well. Their highly positive attitudes have a considerable effect on their learning. They make very good progress in the Reception class to reach at least average attainment in all areas of learning except writing, which is above average. More-able children do particularly well. For example they can write interesting short sentences using a wide range of vocabulary and accurate spelling and punctuation.
- Last year, pupils made much better than expected progress in Years 1 to 4 in reading, writing and mathematics. Pupils in Year 4 reached above average attainment, as they did in the previous year. Attainment in the Year 2 assessments put the school in the top 20% nationally for reading, writing and mathematics in 2012. This year's assessments were similar.
- Pupils enjoy reading and do so regularly. Pupils' phonic skills (linking letters to the sounds they make) are very well developed. The 2013 Year 1 phonics screening check showed pupils' skills to be above the school's 2012 results, which were well above the national average.
- More-able pupils make rapid progress across the school. For example, all those who left Reception with above-average attainment in 2011 reached the higher levels in the Key Stage 1 tests this summer.
- Disabled pupils and those who have special educational needs concentrate well in lessons. They make similar progress to their peers because of very good teaching by well-qualified adults who know their needs extremely well.
- The number of pupils known to be eligible for the pupil premium is very small and it is not appropriate to report on their individual attainment. The inspection looked closely at their progress in English and mathematics and found this to be as rapid as their classmates. This shows the school uses the pupil premium money effectively. For example, it is used to provide extra teaching for these pupils so that they can catch up work when they have fallen behind and to boost their ambition and aspirations.
- In mathematics, teachers do not use assessments as expertly as they do in English to spot and remedy any gaps in each child's learning. This means that pupils do not all reach quite such high standards in mathematics as they do in reading and writing.

The quality of teaching

is outstanding

- Teachers have high expectations. They plan highly challenging work, including homework, that deepens pupils' knowledge and understanding. Teachers' questions make pupils think deeply.
- Relationships in lessons are consistently very positive; pupils find their work highly relevant and engaging and, as a result, they have excellent attitudes to learning and work extremely hard. This means that pupils make much better than expected progress in reading, writing and mathematics.
- Very good use is made of resources such as computers and educational games by teachers to

engage the class, to explain ideas and develop understanding.

- In the Reception Year, teachers plan an appropriate balance of adult-led and child-chosen activities, both in the classroom and outdoors, that cover all areas of learning. Children working independently have clear challenging targets for their work. Teaching prepares children very well for more formal learning in Year 1.
- Reception staff make excellent use of regular assessments of each child's skills to plan challenging next steps in their learning. Their assessments of the standards attained at the end of the year have recently been independently verified.
- To sustain pupils' concentration, teachers make sure that activities such as introductions are kept short, which sustains pupils' concentration. This ensures a very brisk pace to learning.
- Teachers plan many opportunities to develop pupils' spiritual, moral, social and cultural awareness. For example, in a recent piece of written work, older pupils reflected maturely on the consequences of characters' actions in the fable of Romulus and Remus.
- Teaching assistants give valuable support, especially to disabled pupils and those who have special educational needs and those known to be eligible for the pupil premium. For example, they keep notes on their progress, which are used by the teacher for future planning.
- Marking is very regular and helps pupils to understand very clearly how they can make their work even better.
- Teachers use assessments expertly to plan work that precisely matches pupils' needs in reading and writing. This practice is not as well developed in mathematics.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to learning are outstanding in all lessons. In the Reception class, children take responsibility for collecting the resources they need for their chosen activities. Older pupils are very keen to undertake research at home and school to contribute to class investigations. They make sure their work is of a high standard by asking teachers searching questions about how to plan and complete a task.
- Pupils relish self-assessment and thinking about how they can make their work better. This is contributing very well to their gaining of high levels of independence.
- Pupils feel extremely safe in school. Their knowledge of how to keep themselves safe is highly developed. For example, Year 4 pupils know precisely the action to take if they encounter a fire at home.
- Bullying is unheard of and pupils are confident that staff would effectively resolve any incidences. Pupils feel very well looked after and supported by adults.
- Pupils thoroughly enjoy learning and this is reflected in their above-average attendance.

The leadership and management are outstanding

- The headteacher's uncompromising drive for excellence is enthusiastically shared by the staff who each make a valuable contribution to the school's outstanding capacity to sustain improvement.
- Leaders' skills are developed very well by senior staff. Leaders of the Reception class have successfully raised the attainment of boys in all areas of learning by providing them with many opportunities to work outdoors, an environment in which they learn best. This means they make the same very quick progress as the girls.
- Leaders make robust checks on teaching and the quality of learning. The follow-up from these observations successfully tackles any weaknesses to improve teachers' skills. For example, successful training has improved the teaching of phonics.
- The school has made very good use of external advisers to improve the school. For example they have improved teachers' questioning skills and improved the feedback leaders provide to staff on the quality of their teaching.
- The way subjects are taught strongly promotes pupils' spiritual, moral, social and cultural development. For example, the school provides many opportunities for pupils to reflect on right and wrong, their feelings and respect for others.
- Pupils have two lessons of physical education a week that they thoroughly enjoy. These make an important contribution to their healthy physical development. Many of them take part in after-school sports clubs, such as football and netball. Leaders have firm plans for spending the new primary school sports funding and for evaluating its impact. For example, it will be used to pay for coaches to broaden the diet of after-school sports clubs and running sport competitions so as to increase pupils' participation in school games.
- Most parents expressed positive views about their children's progress, the quality of teaching and leadership of the school. The school provides many popular courses for parents that help them to support their children's learning at home.
- Leaders have a very clear commitment to combating discrimination and promoting equal opportunities. This is shown in the outstanding progress made by all groups of pupils from all backgrounds. The school fosters excellent relationships with outside agencies and other schools to improve pupils' life chances even more.
- School leaders at all levels are not complacent and, in their quest to make the school even better, they have already introduced plans to improve assessment and planning in mathematics to raise standards further. It is too early to judge their success.
- Child protection training for staff is thorough, and leaders implement child protection policies rigorously. The school completes all statutory checks on the suitability of staff to be employed.
- **The governance of the school:**
 - The governing body has a very accurate picture of how well the school is doing compared to other schools through their regular visits to see the school at work and their clear understanding of data on progress. They use this information very well to ask the school searching questions about its performance. For example, they are taking a keen interest in the school's plans to raise attainment in mathematics. The governing body fully supports staff training and is keen to improve its own skills. Governors check that the management of teachers' performance is rigorous. Only those teachers that have met the challenging targets

set by the school, including those for pupils' progress, are considered for additional pay and promotion. Governors make sure that the school is spending the pupil premium funding on those eligible for it and to good effect.

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	137291
Local authority	Central Bedfordshire
Inspection number	413352

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

Type of school	First
School category	Academy converter
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Julia Burkett
Headteacher	Annette McCullion
Date of previous school inspection	6 May 2008
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