

# Pamphill Voluntary Controlled Church of England First School

Pamphill Green, Wimborne, Dorset. BH21 4EE

## Inspection dates

11–12 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils' attainment has been consistently above average over the last five years and is especially high in reading.
- The quality of teaching is consistently good.
- Teachers know their pupils well and their relationships are a strength of the school.
- Teaching assistants make a strong contribution to pupils' learning.
- There is a real sense of community at Pamphill. Staff and pupils share a strong belief in the values of the school which are based on a shared understanding of respecting oneself and others.
- The pupils' learning and educational experiences are extended by many trips, events and visitors to the school.
- The governing body has improved and is much more involved in supporting and challenging the school and the headteacher.
- Pupils behave well. Their attendance has improved and is now good.
- Pupils say that they feel safe at Pamphill.
- The headteacher, governors and members of staff work well together and form an effective team with a shared vision for the school's future.

### It is not yet an outstanding school because

- Not enough teaching is outstanding and does not bring the highest standards from the most able pupils in their reading, writing and mathematics.
- Information and communication technology resources require improvement. There are not enough opportunities for I.C.T. to be used as a tool for learning across different subjects.

## Information about this inspection

- The inspector observed 12 lessons, including three jointly with the headteacher. All staff were observed teaching.
- The inspector heard pupils from Years 2 and 4 read and observed the teaching of phonics (letter patterns and the sounds they represent).
- Meetings were held with the headteacher, subject leaders, groups of pupils, the school's evaluation partner, the special educational needs coordinator and the Chair of the Governing Body and two other governors.
- The inspector looked at a range of evidence which included the school's improvement plan, the school's data for tracking the progress and attainment of individual pupils and specific groups, the school's checks on how well it is doing, curriculum and lesson plans, and governing body documentation.
- The inspector also examined the work in a wide range of pupils' books.
- Informal discussions with parents took place at the beginning of the school day and the 22 responses to the online questionnaire (Parent View) were considered. Responses from 9 staff questionnaires were also reviewed.
- During the inspection, pupils' behaviour was observed, both inside and outside the classroom, and the school's safeguarding procedures were scrutinised.
- The inspector also took the opportunity to observe pupils at break, at lunchtime and as they moved around the school.

## Inspection team

Mark Anderson, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Pamphill is a smaller than average-sized primary school and is situated near to Wimborne Minster.
- The majority of pupils are White British.
- Pupils are taught in three mixed-age group classes.
- The proportion of pupils known to be eligible for additional funding (extra money) for children in local authority care, children with a parent or carer in the armed services and pupils known to be eligible for free school meals, is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- A privately managed pre-school operates in the school hall during the morning but is inspected separately.

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

- Improve the quality of teaching so that a greater proportion is outstanding by:
  - raising the expectations of teachers in the minority of lessons where they are not high enough
  - ensuring pupils reach higher standards in reading, writing and mathematics, especially the more able and present their work better
  - agreeing what makes pupils' learning outstanding and sharing the most effective teaching practices
  - providing teachers with clear steps on how to improve their teaching.
- Ensure pupils are given more opportunities to develop their ICT skills and improve the resources that are available for them to do this.

## Inspection judgements

### The achievement of pupils

**is good**

- Children join Pamphill with skills and knowledge that are typical for their age in all areas of learning. The close relationship with the on-site pre-school means that children settle almost immediately and know all the staff well.
- Children make good progress in their first year at school and this is maintained as they move through the three classes.
- In 2013 pupils' achievement at the end of Key Stage 1 was above average in reading, writing and mathematics. Standards achieved in reading at the end of Key Stage 1 were significantly above the national average, with approximately half of the pupils achieving the higher Level 3.
- The levels of attainment achieved by pupils at the end of Year 4 in 2013 were also above average, with all pupils reaching the expected Level 3 in English and mathematics. The proportion of more able pupils reaching the higher Level 4 in all subjects was also above average but not as high as it could be in reading, writing and mathematics.
- The school has an established track record of good attainment over a sustained period which reflects consistently good teaching and achievement over time.
- The school's current progress data provide evidence that good standards of progress are being maintained by all present year groups.
- The teaching of phonics has improved recently. The proportion of pupils who reached national expectations in the phonics screening check in 2013 was average.
- Additional funding is used in a variety of ways, for example to put in place small-group activities or one-to-one support. This is helping the small number of pupils who are known to be eligible for free school meals to make good progress.
- There are no noticeable differences in the rates of progress made by other groups of pupils, including the small number of disabled pupils and those with special educational needs.
- The school's system for tracking each pupil's progress and achievement is reliable and accurate. Staff have a clear understanding of the progress of specific pupils. Termly meetings are scheduled to check on each individual's progress. Appropriate support is given where any underperformance is identified.
- Pamphill's commitment to ensuring that all pupils make at least good progress provides evidence of the school's commitment to promoting equal opportunities and preventing discrimination.
- Evidence gathered during the inspection demonstrates that progress in reading for most groups is rapid. Pupils speak enthusiastically about the books and authors they enjoy reading at school and at home.
- Pupils are well prepared to move onto the next stage of their education.

### The quality of teaching

**is good**

- Teaching is, and has been, consistently good in all year groups which means that pupils develop a positive attitude towards learning.
- Teachers make sure that most lessons are lively and interesting. The younger pupils were observed energetically hunting for different species of dinosaurs in the outdoor area! They worked very well in teams, learned new skills and thoroughly enjoyed the activity.
- Teaching is very effective in helping the younger pupils learn rapidly. Practical activities are carefully planned to cover all areas of learning, both indoors and outdoors. Children benefit from immediate access to the 'Learning Alley'. Staff are skilled in ensuring that opportunities are taken to encourage children to make the best possible progress.
- All staff plan interesting activities and question their pupils well, as whole classes and small groups, to ensure good progress is made.
- Teachers explain new ideas and concepts clearly and confidently so that pupils are clear about

what they are about to learn.

- Pupils are encouraged to discuss their ideas. They plan carefully and work well together.
- There is an encouraging climate for learning at Pamphill because of the way staff manage behaviour. Most pupils listen carefully, are well motivated and keen to engage with their tasks. Teachers ensure they check on pupils' progress and identify any barriers to learning.
- Although teachers provide interesting tasks some expectations of the quality and presentation of work in some subjects are not high enough. At times teachers do not have high enough aspirations for what their pupils can achieve, especially the more able pupils.
- Teaching assistants form a strong partnership with teachers. The teaching assistants provide valuable additional support in challenging appropriately groups of different abilities and individuals who find their work difficult.
- The school's curriculum provides many learning opportunities and pupils were observed engaged in a wide variety of activities, ranging from the younger pupils learning about Jesus' Last Supper to the older ones enthusiastically rehearsing their 'Samba' music and playing the French horn.
- There are not enough opportunities for pupils to develop their ICT skills and knowledge.
- The staff demonstrate the ability and willingness to improve and refine their classroom practice. They work well together as a tightly knit team and are supportive of each other.
- The quality of marking is of a good standard and pupils respond well to the school's marking policy, incorporating 'Tickled Pink' and 'Growing Green' comments!
- There are positive relationships between teachers and pupils in lessons and this empathy supports pupils' learning. Staff build all pupils' self-esteem.
- The great majority of parents who responded to Parent View or spoke to the inspector considered that their child was taught well.

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

- The behaviour of pupils is good.
- The majority of pupils work hard and show determination when they find work difficult.
- Pupils clearly enjoy school and the first comment made to the inspector was, 'It's brilliant!'
- The school works hard to generate and maintain an inclusive and welcoming family atmosphere.
- Staff are good role models. Pupils feel safe and relationships with all adults are positive.
- Pupils understand various types of bullying, including those linked to different cultures, name calling and cyber-bullying, but say that there is very little bullying, if any at all, at Pamphill.
- The school indoors and out is safe. Appropriate behaviour policies are understood by all pupils and applied consistently.
- Pupils take pride in their school and ensure that classrooms, corridors and outdoor areas are tidy.
- Discrimination of any type is not tolerated and all pupils have an equal opportunity to succeed.
- Pupils are interested in others' ideas. They cooperate well and share thoughts willingly with their friends to improve their work. However at times a minority of pupils can lose concentration when lessons do not hold their full interest.
- The active school council offers the pupils opportunities to share their opinions with teachers.
- All parents who completed the online questionnaire (Parent View), or who spoke to the inspector, confirmed that their children are kept safe and enjoy their time at school.
- Pupils are respectful towards staff and welcoming to all visitors. They are taught to show respect and consideration for others and follow the 'Rights Respecting' ethos of Pamphill.
- The school's work to keep its pupils safe and secure is good.
- Attendance has previously been below average but has improved and is now above average.

**The leadership and management are good**

- The headteacher provides strong leadership and has created a united team of committed staff. Together they provide a high-quality and caring learning environment for all pupils.
  - Regular checks on the quality of teaching and learning are undertaken by the headteacher, including frequent lesson observations and reviews of pupils' written work.
  - Leadership and management are not yet outstanding because the school has yet to secure standards in reading, writing and mathematics that are as high as they could be, especially for the most able.
  - Performance management procedures have made teachers more accountable for their pupils' progress. Information collected from lesson observations and progress data is used to decide teachers' performance targets and salaries. Teachers display a good level of commitment to improve all aspects of their classroom practice.
  - Pupils' progress is regularly monitored and analysed to give an overview of their performance in all subject areas. Termly meetings are scheduled to check on the progress of individual pupils, and identify any not achieving the rate expected so that appropriate support can be put in place.
  - The headteacher has delegated responsibility appropriately and staff lead different subject areas effectively.
  - The headteacher and governors have successfully addressed areas in need of improvement highlighted in the previous inspection which provides evidence that the school has good capacity to secure and sustain on-going improvements. The school improvement plan has realistic goals, and prioritises the raising of academic standards.
  - The local authority has provided appropriate advice and support and rightly has confidence in the school's leadership.
  - Safeguarding procedures and checks meet statutory requirements.
  - Parents feel that their children are happy and well looked after but a minority expressed concerns regarding the effectiveness of the leadership and management and did not feel that their opinions were taken into account. The inspection judged that reasonable account is taken.
  - The new primary school sport funding has not yet been spent but has been set aside appropriately to extend the school's outdoor recreational areas and playground facilities.
  - The topic-based curriculum is creative and successfully captures pupils' interest and imagination. An annual highlight is when the pupils take part in the Wimborne Minster Folk Festival
  - Pamphill is involved in a range of partnerships which extend the pupils' spiritual, moral, social and cultural awareness and understanding. Firm links have been established with schools as far afield as Zambia and Leicester.
  - **The governance of the school:**
    - Governance is good. Recent changes to the membership have strengthened the governing body. Individual governors have specific areas of responsibility which they accept with careful attention. They keep a close check on safeguarding arrangements, which are all in place and visit the school on a regular basis. They are provided with detailed information from the school, including information relating to the quality of teaching for their judgement of the setting of teachers' targets. All governors have completed the required statutory training. The school's finances are carefully monitored and regularly audited and governors are aware of how additional funding is allocated and how successful it has been in accelerating pupils' progress. The governors are knowledgeable about how Pamphill's performance compares with that of other schools nationally. They have a good insight into the performance management procedures that are in place and how teachers' performance is linked to salary progression.
-

## 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>	113764
<b>Local authority</b>	Dorset
<b>Inspection number</b>	441004

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	72
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Royle
<b>Headteacher</b>	Trevor Davies
<b>Date of previous school inspection</b>	20–21 October 2010
<b>Telephone number</b>	01202 883008
<b>Fax number</b>	01202 883008
<b>Email address</b>	office@pamphill.dorset.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

