

Pauntley Church of England Primary School

Pool Hill, Newent, GL18 1LL

Inspection dates

27–28 March 2014

Overall effectiveness	Previous inspection:	Requires improvement	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.

- Pupils make good progress across the school, reaching standards of attainment that are typically above average in reading, writing and mathematics by the time they leave in Year 6.
- Teaching is consistently good, and an increasing amount is outstanding.
- Pupils are happy and proud of their school. They behave well and most have positive attitudes to learning. Pupils feel very safe in school.
- Pupils do well because the school takes exceptionally good care of them as individuals, including those whose circumstances make them potentially vulnerable.
- Staff, parents and carers and pupils share a strong belief in the values of their school.
- The school provides pupils with an interesting range of subjects, topics and experiences which contribute strongly to their spiritual, moral, social and cultural development.
- The executive headteacher and governors have introduced systems to regularly check on the quality of teaching and pupils' progress. This has ensured that the quality of teaching and pupils' standards have improved since the previous inspection.

It is not yet an outstanding school because

- Teaching is not yet outstanding because adults do not respond quickly enough to the progress made by individual pupils in class. As a result, learning does not move on as quickly as it could.
- Pupils have limited opportunities to develop their information and communication technology skills.
- Subject leaders are not always sufficiently involved in checking the quality of teaching in their subject area.
- The Reception outside area is not well developed as a place where pupils can learn and practise new skills.

Information about this inspection

- The inspector observed eight lessons involving two teachers. Two of the lessons were observed jointly with the headteacher.
- The inspector held discussions with school leaders, staff, governors and a representative of the local authority.
- The inspector observed the school's work and looked at documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. He heard groups of pupils reading and spoke with others about behaviour and safety arrangements at the school.
- Account was taken of the 36 responses to the online questionnaire, Parent View, and the views expressed by those parents and carers who spoke with the inspector at the start of the school day or who wrote letters. The inspector also considered seven staff questionnaires.

Inspection team

Michael Bartleman, Lead inspector

Additional inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- The majority of pupils come from a White British background. The proportion from minority ethnic groups is well below average.
- The pupils are taught in two mixed-age classes: May Hill class consists of children in the Early Years Foundation Stage, Years 1 and 2; Malvern class consists of Key Stage 2 pupils in Years 3 to 6.
- Around one pupil in eight is disabled or has special educational needs supported through school action. This is below average. Very few pupils are currently supported at school action plus or have a statement of special educational needs.
- A very small percentage of pupils are supported by the pupil premium (additional government funding for pupils who are known to be eligible for free school meals, looked-after children or with a parent in the armed forces), which is well below average.
- The governing body manages a before school club daily.
- The executive headteacher was appointed in January 2013. He works two days a week at Pauntley and three days a week at Ann Cam Primary School, Dymock.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so more is outstanding by making sure that:
 - teachers plan work that is neither too hard nor too easy so that all pupils can make good progress
 - teachers respond to how well pupils are doing in class quickly to improve learning
 - the Reception class outside area is developed to provide opportunities to develop and practise new skills
 - information and communication technology issues are resolved quickly so that pupils have increased opportunities to develop their skills.
- Develop the role of subject leaders so they have opportunities to observe teaching and learning in their subject areas and to take responsibility for the analysis of pupil progress information.

Inspection judgements

The achievement of pupils is good

- Pupil numbers are small; some year groups have only three children. This, together with the number of pupils who join the school part-way through their education, makes comparisons with national data difficult. The school's information shows that the vast majority of pupils make good progress during their time at Pauntley.
- Children start at the school with the skills and knowledge expected for their age. They are well taught through stimulating activities that develop their academic and personal skills, and they make good progress that helps to prepare them for Year 1.
- By the time the pupils leave at the end of Year 6, the proportion of pupils attaining the expected Level 4 in English and mathematics is typically above average, and an increasing number of pupils attain the higher Level 5.
- The work seen in pupils' books, in lessons and the school's own progress information show that an increasing number of pupils in most year groups, including those who are most able, are making good progress to reach and exceed the levels expected for their age. Any gaps in attainment between groups are closing rapidly.
- Standards at the end of Key Stage 1 are typically above average. Within the overall picture of good achievement, there are some variations between year groups, particularly in writing. Pupils' presentation is not always of the highest quality. Attainment in mathematics has improved because pupils have daily opportunities to practise their basic skills, which has developed their confidence well. This also has increased pupils' ability to complete more demanding mathematical tasks.
- The school has worked effectively to improve the teaching of phonics (the sounds that letters make). Results in the national phonic screening check at the end of Year 1 in 2013 were average.
- Pupils have many opportunities to read for a variety of purposes, and they enjoy reading a wide range of books. Older pupils are particularly proud of their partner reading sessions with younger pupils. Attainment in reading is above average in Year 2 and in Year 6.
- Disabled pupils and those who have special educational needs make good progress as a result of well-planned one-to-one and group sessions.
- Pupil-premium funding is used effectively to provide additional teaching assistants and nurturing activities. In 2013 there were too few pupils to comment on their attainment without identifying them.

The quality of teaching is good

- Teaching is typically good and there are elements of outstanding practice. Teachers plan imaginative activities that excite and motivate pupils to succeed.
- The very small class sizes mean that staff know individual pupils well. Teachers treat pupils with respect and are interested in what they have to say. There are excellent relationships between staff and pupils. As a result, they are confident learners and most have good attitudes towards their work.
- Disabled pupils, those who have special educational needs, the very few known to be eligible for the pupil premium and those new to the school are supported effectively. Gaps between these pupils' attainment and their classmates' are closing rapidly.
- Learning is more effective when teachers plan tasks that rapidly build on previous work and what the pupils are already able to do. Teachers make sure that all pupils know the focus of learning so that they can check how successful they have been. Teachers and teaching assistants question pupils effectively, securing good understanding. This was seen in Malvern class where pupils wrote character descriptions based on Roald Dahl's *Fantastic Mr Fox*. The

discussions between the teacher and the pupils during writing activities enabled all pupils to make rapid gains in their writing standards.

- Writing, reading and mathematics are taught effectively. Teachers encourage pupils to write in many different contexts, and this develops their interests and stamina for writing. For example, May Hill class pupils wrote poems about tadpoles following an example shown to them by their class teacher and opportunities to rehearse well-known poems.
- Pupils make use of vibrant displays and examples of work on walls, which they refer to during their own tasks. However, pupils do not always make the progress they could. This is because the work is sometimes too easy or too hard for some pupils. Teachers do not always respond to how well pupils are doing quickly enough to reshape tasks and improve learning further.
- Comments in marking clearly identify what pupils have done well and what they should do next to improve their work. Pupils know what they have to achieve to move their learning forward.
- In the Early Years Foundation Stage, all staff provide a stimulating and caring setting, where children are confident learners and typically make good progress. The mixed-age class develops children's personal and social skills particularly well. However, the outside area is not used to its full potential to provide opportunities to develop and practise a range of new skills.
- Teaching assistants make a valuable contribution to learning, particularly when they are leading activities for small groups of pupils. Speaking, listening and social skills are developed effectively in these sessions.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- There is a strong emphasis on teamwork in the school. Pupils take great pride in their school and they respond well to rewards and certificates in assemblies.
- Pupils show enjoyment and have a great desire to learn, which contributes greatly to their good and better achievement. Pupils in Year 6 are well prepared for the next stage of their education.
- Parents and carers have great confidence in the care that the school provides and pupils agree that they feel happy and safe in school. A parent described Pauntley as, 'A school with the pupils at the heart of everything that is done'.
- Virtually all parents and carers who responded to Parent View or spoke to inspectors judged behaviour to be good. They also commented on how many opportunities their children had both in and out of school, how well their children are supported and the high-quality relationships between children and staff. School records confirm that pupils' behaviour is good on a daily basis and over time.
- The school's work to keep pupils safe and secure is good. Pupils learn how to keep safe, for example, when using the internet. Discussions with pupils showed they understand about different types of bullying, including cyber bullying. They said that behaviour is good and that there is no bullying in school, although they do fall out with each other sometimes.
- Behaviour and safety are not yet outstanding because a few pupils need adult support to help them focus on their learning.
- Pupils and parents and carers greatly appreciate the well-run 'Early Risers' breakfast club, which provides a calm and sociable start to the school day, and the after-school clubs.
- Attendance is consistently above average, showing how much pupils enjoy coming to school.
- Strong links with health and social care professionals, together with staff who know their pupils well, help to give sensitive support for pupils whose home circumstances may make them potentially vulnerable.

The leadership and management are good

- The headteacher provides effective leadership. He is well respected by staff, pupils, parents and governors. All adults share his commitment that Pauntley will support every pupil to be the best

learner they can be. Morale is high.

- Leaders have an accurate view of the school's strengths and areas for development. The information is used to write clear plans for improvement. Plans are frequently checked and are helping improve achievement; this has been particularly successful in mathematics and reading.
- The management of staff performance is clear and concise; targets are clearly linked to professional 'Teachers' Standards' and pupils' progress. Decisions about the salary that each teacher receives are securely based on the progress made by the pupils in their care. Teachers are held to account for pupils' progress through regular meetings with the headteacher. The performance of every pupil is tracked, and any pupil with additional learning needs is supported effectively, so that the vast majority of pupils achieve well.
- Teachers in charge of subjects are not sufficiently involved in checking the quality of teaching or analysing pupils' progress in their subject area. This limits the impact they can have on raising achievement for pupils.
- The school promotes equality of opportunity and tackles discrimination well. There are no recorded incidents of harassment.
- Pauntley is a very inclusive school. The partnership with parents is good. They appreciate the advice given, such as how to support reading and phonics at home and the many whole-school visits, for example, the recent daffodil walk, which they are encouraged to take part in.
- A high proportion of parents travel from outside the village to come to Pauntley. Parents give reasons such as 'a nurturing school', 'friendly staff' and 'the wide range of enrichment activities'.
- The school teaches a wide range of interesting themes and topics and pupils benefit from extensive opportunities and links with Ann Cam Primary School to extend their learning. This includes joint trips, residential visits and visitors to the school, which has a strong impact on pupils' spiritual, moral, social and cultural development. However, because of technical issues, pupils do not have sufficient opportunities to develop their computer skills.
- The additional government sports funding is well used to extend participation in after-school clubs, to take part in inter-school competitions, for teacher training and for more swimming lessons. The headteacher has plans to closely monitor the impact of the funding.
- Leadership and management are not yet outstanding because initiatives to improve pupils' achievements have not yet been translated into higher attainment across all year groups.
- The local authority has provided effective support for the school in its search for new leadership and has helped the headteacher to raise standards and to make sure that his view of the school's effectiveness is accurate. The school works well with a range of other schools in the local area to share teacher training and to provide additional opportunities for pupils.

■ The governance of the school:

- The governing body acknowledge that, although small,, the school offers an important educational experience for its families. Governors have been active in keeping the school viable for the future, having explored a number of leadership options, which they admit caused some turbulence, until the present executive headteacher was appointed in January 2013. Governors know the school's strengths and what the school needs to do to keep improving. Governors are supportive and visit the school regularly. They are increasingly well informed about the quality of teaching and pupils' achievement. They discuss whether the extra pupil premium and the new sports funding have been spent effectively. Governors are now better informed about the management of teachers' performance and the national 'Teachers' Standards' and how these affect pay rises and promotion. They are involved in the school's self-evaluation and checking the school improvement plan. Governors monitor spending carefully and ensure that they fulfil statutory duties for safeguarding and child protection requirements.

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	115643
Local authority	Gloucestershire
Inspection number	431079

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	32
Appropriate authority	The governing body
Chair	Karen Boydell
Headteacher	Chris Ward
Date of previous school inspection	20–21 March 2012
Telephone number	01531 820053
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