

Pembridge CofE Primary School

Bearwood Lane, Pembridge, Leominster, HR6 9EA

Inspection dates 2–3 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The leadership of the school, including governance, is strong. The two acting headteachers know the school well and are maintaining the well-established systems for monitoring and developing teaching.
- Pupils make outstanding progress in all subjects and leave with standards that are high. Pupils' spelling skills are not quite as strong as other aspects of English.
- Pupils' attitudes to learning are exemplary. They enjoy learning and take part in lessons with enthusiasm.
- Teachers show that they have high expectations, and plan lessons that interest and challenge pupils so that they make rapid progress.
- Marking throughout the school and in all subjects makes very clear to pupils what they need to do to improve their work.
- The school is making good progress in developing new arrangements to assess subjects in order to meet the requirements of the new National Curriculum.
- Leaders at all levels accurately assess the strengths and the areas for development in their areas of responsibility. They act quickly to ensure standards remain high.
- In Reception, adults motivate and manage children skilfully so they develop a love of learning and make rapid progress across the full range of skills. They are very well prepared for the more formal learning in Key Stage 1.
- Pupils are proud to belong to the school. Parents are extremely positive about it, although leaders do not involve them quite as much as they could in assessing children's skills when they first arrive in Reception.
- Governors and leaders ensure that pupils enjoy a broad range of subjects. Personal and social education, assemblies, educational visits, clubs and activities all promote pupils' social, moral, spiritual and cultural development very effectively.
- Pupils quickly develop key values, such as respect and tolerance, and the school provides a happy, family atmosphere.
- The school's work to keep pupils safe is outstanding. Pupils' behaviour is exemplary and they are polite, welcoming and helpful.

Information about this inspection

- The inspector observed 11 lessons, two of which were seen with the acting headteachers. She listened to pupils read, and observed reading lessons and the teaching of phonics (the sounds that letters make) and pupils' behaviour at breaktimes and around school.
- Discussions were held with key members of staff, governors, a representative of the local authority, the school improvement partner and with pupils.
- A wide range of documents was examined, including samples of pupils' work, information about pupils' progress, the school's development plan and view of its own performance, records of governors' visits to the school, minutes of governing body meetings, records of any poor behaviour, and safeguarding documents.
- The inspector took account of the 34 responses to the online questionnaire (Parent View), as well as informal conversations with parents. She also took account of the 11 responses to staff questionnaires.

Inspection team

Mary Le Breuilly, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average primary school.
- Almost all pupils are White British and very few speak English as an additional language.
- Very few pupils are supported by the pupil premium. This is additional funding for pupils in local authority care and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs, including pupils supported through a statement of special educational needs or an education, health or care plan, is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The previous headteacher left at the end August 2014 and the new permanent headteacher will not take up post until January 2015. The school is currently led by two members of the senior leadership team who are sharing the responsibilities of headship between them.

What does the school need to do to improve further?

- Make sure pupils are fully confident in spelling common words and using subject-specific vocabulary.
- Involve parents more in the assessment of children's attainment and progress in Reception, particularly when they first arrive at school.

Inspection judgements

The leadership and management are outstanding

- During an interim period between two headteachers, two of the senior leaders are sharing the role of acting headteacher. They are ensuring that the well-established high standards and effective procedures are maintained, and are well supported in this by the governing body. School leaders at all levels have a clear sense of purpose and direction. They act with drive and ambition to eliminate weaknesses.
- The school carefully tracks the progress of its pupils towards challenging targets and analyses the results in great detail, so that any pupils who are not doing as well as they should can be given precisely the extra support they need. Teachers are held accountable for the progress of pupils in their class and governors keep a close eye on this process, expecting to know what is happening when such support does not bring about the desired effect.
- Subject leaders provide strong support and guidance for other members of staff. They check pupils' exercise books regularly to gauge the quality of pupils' learning, as well as their standards of presentation and attitudes to work, and they provide constructive feedback to their colleagues. They use information from pupil assessments to identify any aspects of the subject that pupils are finding hard. The strong staff team are united in wanting the very best for their pupils and they provide each other with a lot of informal help and support.
- Governors and leaders at all levels demonstrate insight and accurate understanding of the school's strengths and areas for development. Their self-evaluation correctly identifies the key priorities and actions needed to improve teaching and raise achievement.
- Teachers' performance is carefully monitored and is linked to pay. Staff receive high quality training and they feel the school makes every effort to help them constantly improve their skills. Some of their most effective practice is being used as an example to other schools in the area.
- The school has begun to refine its approach to assessment so that it reflects the requirements of the new National Curriculum. It is working very purposefully in collaboration with other local schools to do this.
- The revised curriculum is supplemented by a rich variety of sporting clubs and cultural activities, including educational visits and residential trips. Assemblies help to promote tolerance and respect for individuals from all walks of life and prepare pupils exceptionally well for life in modern Britain. Consistently well-planned learning experiences support pupils' spiritual, moral, social and cultural development very effectively. Consequently, pupils have a well-developed sense of right and wrong, behave impeccably and feel completely safe in school.
- Parents' views of the school are extremely positive. One told the inspector that 'Pembridge Primary represents all of the values I would want to see in a school.' They are warm in their praise of the approachability of the staff, the good communications and the family atmosphere the school provides for their children, who they feel are making good progress.
- The school is regarded by the local authority as a high performing school that does not need additional support. It has planned visits to support the interim headteachers.
- The national primary school sports funding has been used to purchase equipment and improve the skills of teachers in teaching physical education. An unusually high proportion of pupils take part in sports and pupils say they enjoy the lessons and other sporting activities.
- Equality of opportunity is promoted well. The school meets all statutory equality requirements. All groups of pupils make at least good progress and are kept free from any kind of discrimination and bullying.
- Excellent leadership and management of Reception ensure children acquire knowledge and skills quickly and make outstanding progress.

■ The governance of the school:

- The governing body is highly effective and plays a strong part in leading the school forward. Governors know the school exceptionally well. This is because they receive accurate information about all aspects of performance, both of staff and pupils, which they supplement with numerous visits to school to observe lessons and check a range of aspects such as safeguarding and finance. They make good use of external reviews to ensure that their judgements are accurate.
- Governors provide robust challenge to the school. They have a clear understanding of the different aspects of school life. They monitor finances closely and have a clear view of the links between teachers' performance and their pay. They monitor the impact of additional funding for sports, and of pupil premium spending on the achievement of the small number of eligible pupils. They place high importance on safeguarding and pay close attention to safeguarding matters. They provide strong support as well as strong challenge, acting to strengthen and maintain the aspects of the school that make it an important part of community life.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. In lessons and around school, pupils are polite and friendly. They readily engage in conversation about their work and take time to be welcoming to visitors. From Reception onwards they treat each other with respect and courtesy.
- Pupils are proud of their school and of their teachers and are keen to do their best. They play a full role in the life of the school and have many opportunities to develop leadership skills and to serve the school community, including the school council, learning ambassadors, eco-council and managing the technology for assemblies. These help them to develop good personal and social skills. The learning ambassadors in each year group take their responsibilities very seriously and try hard to set a good example to their peers.
- Attitudes to learning are outstanding. Pupils approach their work with enthusiasm and try their best to live up to the high expectations of their teachers. The school has worked hard to develop approaches to learning that encourage pupils to persist in the face of difficulties, to be self-reliant but also to help each other. As a result pupils tackle individual and group tasks with confidence and have developed strong learning habits that have prepared them well for the next stage in their education.
- Disruption in lessons is rare. When individual pupils who struggle to behave appropriately arrive, they are given clear boundaries and provided with the help and support they need to improve their behaviour. Case studies provide evidence of the school's successful work with pupils who experience difficulties, either with learning or behaviour. Good links with external agencies support pupils and families in developing strategies to support these pupils. As a consequence they gain the skills necessary to succeed in learning, manage their own behaviour and become responsible citizens.
- Spiritual, moral, social and cultural development is outstanding. Pupils have a well-developed sense of right and wrong. They treat others with respect and kindness. Incidents of unacceptable behaviour are rare.
- Pupils' enjoyment of school is demonstrated by their high levels of attendance and their punctuality. The school follows up any absences rigorously.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school and their parents agree.
- Pupils understand that bullying in its various forms is wrong. The school is free from sexist, racist and homophobic bullying. Pupils are confident that should unacceptable behaviour occur, it will be dealt with swiftly and effectively by staff. They feel they always have an adult they can confide in should they have

problems or difficulties of any kind.

- Pupils have an excellent understanding of how to keep themselves safe in a range of situations such as on the roads, near water or when using the internet. They are very clear about what to do in a wide range of potentially unsafe situations.
- Staff receive regular training on safeguarding, and policies relating to safety and child protection are up to date and are closely monitored.

The quality of teaching

is outstanding

- Teachers use information from assessment exceptionally well to plan lessons that build on what individuals already know, understand and can do. Over time, this leads to pupils of all abilities and backgrounds making rapid progress and achieving exceptionally well.
- Teachers have a good rapport with pupils and convey enthusiasm for the different subjects which encourages pupils to engage well. They spend time and effort planning activities and preparing resources that will meet the needs of each pupil. For example, one teacher had found and printed different photographs to match the story of each individual pupil in the class in her efforts to spur them on and to stimulate their imagination. Pupils respond exceptionally well as a result and are eager to please their teachers and to do their best.
- Marking in all classes and subjects provides pupils with high quality feedback on how to improve. Pupils are given time to respond to marking at the start of lessons and as a consequence they take their teachers' comments to heart and use them to make improvements.
- Individual targets for improvement are used well to address more general areas for development and these also contribute to the high levels of progress. However, the teachers' correction of spelling is not always rigorous enough, particularly for the most commonly used words and specialist subject vocabulary.
- Good use is made of practical activities to support learning in subjects such as science, music and technology. For example, Key Stage 1 pupils developed scientific thinking and practical skills as they investigated different materials for a raincoat. The use of practical activities engages pupils well and often provides a real-life context for their learning.
- Homework is used exceptionally well to support learning and even the youngest pupils are expected to do some work at home. Pupils respond positively to this and one was even heard to cheer when he received his homework.
- Teachers and teaching assistants are highly skilled and collaborate well to plan pupils' learning, including the effective support for disabled pupils and those who have special educational needs.
- Teachers skilfully ask questions to check pupils' understanding, accurately assess their progress, challenge their thinking and encourage high levels of speaking and listening skills.

The achievement of pupils

is outstanding

- Pupils enter Reception with skills and abilities that are generally in line with or slightly above those typically expected at their age. They make rapid progress and achieve or exceed a good level of development by the end of the Reception Year. This prepares them well for entry to Year 1.
- Pupils acquire knowledge, understanding and skills quickly. They use and accurately apply phonics (letters and sounds) skills to their reading and writing, and the proportions of pupils who passed the Year 1 phonics assessment were above average for the past two years.

- The attainment of pupils fluctuates because of the small numbers in each year group. Progress in Key Stage 1 is consistently at least good. In 2014 pupils made outstanding progress in reading, writing and mathematics, and the standards they reached were well above national levels.
- Over time, Year 6 pupils have consistently attained high standards in reading, writing and mathematics and the progress made by pupils is in the top 25% of all schools nationally and sometimes better. Current pupils continue to make very good progress and the majority are set to attain high standards in 2015. The school has successfully challenged some of the most able pupils to reach the highest standards of attainment, which are well above those expected for their age.
- The work in pupils' books shows that all groups, including disabled pupils and those with special educational needs, have made rapid and sustained progress in each key stage. This is further supported by the school's own accurate data on pupils' progress.
- In Year 6 in 2014, there were too few pupils eligible for additional pupil premium funding to report their attainment without identifying individuals. This additional funding is used well to support eligible individuals throughout the school, who progress quickly and achieve at least as well as their classmates in reading, writing and mathematics, and often do better.
- Disabled pupils and those who have special educational needs also make rapid and sustained progress, often beyond that of their classmates. This is due to well-directed help from all adults, including teaching assistants, which provides effectively for all individuals and ensures each pupil is equipped with appropriate knowledge and skills by the time they leave.
- The most able pupils make at least good and often outstanding progress. They are challenged to work hard and consistently achieve their potential for learning.

The early years provision

is outstanding

- Children of all abilities and groups make good and often outstanding progress because of the high quality provision, including outstanding teaching. By the time they leave Reception children have skills that match or exceed those expected nationally for their age. Learning is well planned to develop all aspects of children's learning and they are very well prepared for Year 1.
- Children have a good sense of right and wrong and they are keen to behave well. They are given clear routines to follow in their first weeks in Reception, which enables them to settle quickly into school life and to show good levels of cooperation with adults and other children.
- There are very good informal links with parents, and the staff make themselves available to parents both through formal parents' meetings each term and through informal meetings at the start and end of the school day. Parents have opportunities to contribute to their child's learning records by adding information about new developments. However, the involvement of parents in the initial assessment of pupils as they enter Reception is not fully developed.
- Leadership and management are outstanding. Adults assess children's attainment and progress with care, making detailed records for each child, and use the results to plan activities at the right level of difficulty for each child, both indoors and outdoors. These activities promote children's confidence, knowledge and skills very effectively across all areas of early learning. They make rapid progress in aspects such as physical coordination, social skills and communication, as well as literacy and numeracy.

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	116906
Local authority	Herefordshire
Inspection number	448474

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Sharron Goode
Headteacher	Hazel Watkins & Sarah Palmer (acting headteachers)
Date of previous school inspection	10 May 2010
Telephone number	01544 388366
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