

Pucklechurch CofE VC Primary School

Castle Road, Pucklechurch, Bristol, BS16 9RF

Inspection dates 12–13 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The rapid improvements leaders have made in teaching and learning have not yet overcome the dip in standards since 2014.
- The quality of teaching has not been consistently good enough to ensure that pupils make good progress as they move throughout the school.
- Not all teachers have high enough expectations of what pupils can achieve and do not insist pupils take sufficient pride in their work.
- There are occasions when work is not pitched at the right level and some pupils find work too easy or too difficult. Consequently, too few pupils make rapid progress from their starting points.
- Pupils do not apply the skills they learn in grammar and punctuation lessons well enough in subjects other than English.
- Pupils' mathematical skills are not sufficiently well developed to allow them to tackle challenging problems.

The school has the following strengths

- The headteacher, senior leaders and governors have effective systems in place to improve the school. In a short space of time they have secured improvements in teaching and learning, and show good capacity to improve the school further.
- The achievement of pupils with special educational needs is good. This is due to the skilled additional support they receive.
- A well-planned and exciting curriculum provides extremely well for pupils' social, moral, spiritual and cultural development.
- Children achieve well in the early years because of good teaching and leadership. The proportion of children reaching a good level of development is above the national average.
- Pupils' relationships with each other and with adults are positive. Pupils behave well in lessons and enjoy coming to school. Consequently, attendance is good..
- Pupils feel safe and secure in school and the vast majority of parents agree.
- Governors provide effective support and challenge to the headteacher.

Information about this inspection

- Inspectors observed 14 lessons or parts of lessons, including two assemblies. In addition, they listened to pupils read and observed them receiving targeted help to improve their reading skills.
- Inspectors made shorter visits to lessons to observe pupils' attitudes to learning and to look at their books and classroom displays. Inspectors spoke to pupils during their lessons and at break times.
- An inspector conducted a focused tour of the school with the headteacher, looking at the effectiveness of the school's curriculum.
- Inspectors held meetings and discussions with the headteacher, other leaders in school, teachers, parents, pupils and four members of the governing body. A meeting took place with a representative from the local authority.
- The views of 80 parents and carers who responded to the online questionnaire (Parent View) were analysed. The inspectors took into consideration discussions with parents, including written correspondence. Questionnaire responses from 29 members of staff were also analysed.
- Inspectors scrutinised a wide range of documentation, including the school's information on pupils' attainment and progress, raising attainment plans, work in pupils' books, safeguarding documents and information relating to the management of teachers' performance.

Inspection team

Dale Burr, Lead inspector

Seconded Inspector

Peter Thrussell

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than the average-sized primary school.
- Almost all pupils are White British. Very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils supported by the pupil premium is below the national average. This additional funding is for pupils who are eligible for free school meals or those who are looked after by the local authority.
- The proportion of disabled pupils and who have special educational needs is above the national average.
- The school meets the government's current floor standards, which are the minimum standards set for pupils' attainment and progress by the end of Year 6.
- Children in the Reception class attend full time.
- A breakfast club is provided by the school.
- In the past two years there have been many changes in teaching staff, including a new assistant headteacher and inclusion manager. Four teachers started in September 2014.

What does the school need to do to improve further?

- Further improve the quality of teaching and raise pupils' achievement by ensuring that:
 - all teachers expect pupils to present their work to a good standard in all subjects and apply their grammar and punctuation skills when writing across the curriculum
 - making sure that work is set at the right level for pupils of all abilities so that they think and work hard in lessons
 - pupils work in sufficient depth to master the increased demands of the new mathematics curriculum and make good progress.

Inspection judgements

The leadership and management are good

- The headteacher, senior leaders and the governing body provide a clear sense of direction and ambition which underpin the school's values of trust, integrity, respect, creativity and compassion. This approach has been sustained despite a period of numerous staff changes and is enabling leaders to reverse a decline in the school's performance since the last inspection.
 - Senior and middle leaders, including some who are new to their roles, have an accurate understanding of the school's performance. They undertake regular and effective checks on pupils' achievement and the quality of teaching. This improved monitoring has identified precisely the gaps in pupils' understanding which have slowed progress since the last inspection.
 - A carefully devised raising attainment plan is helping to steer the school on a sustained course of improvement. Inspection evidence confirms that standards are rising after a period of decline, largely due to leaders' effective action to improve teaching and their careful tracking of pupils' progress. The school is well placed to build on this success and improve further.
 - The pupil premium funding is used successfully to close the gaps in the progress made by disadvantaged pupils and their non-disadvantaged classmates. In some year groups the gaps have fully closed. This is because of effective use of the pupil premium funding.
 - The effective curriculum and the school's values combine to provide strong social, moral, spiritual and cultural development. A rich and broad variety of activities and special themes make learning interesting and enjoyable. For example, to celebrate the 70th anniversary of VE Day, older pupils wrote wartime poetry and made Pucklechurch Anderson Shelters. This is one of many examples which help pupils to reflect deeply on events of great historical importance.
 - Topics and themes are enriched by trips and experiences, which develop pupils' musical, creative and artistic skills. Recent events include a Samba workshop, graffiti art and a jazz band performance. The impact of the curriculum is seen in the many colourful displays and photographs throughout the school.
 - Discrimination of any type is not tolerated. Pupils' understanding of different cultures and faiths in modern Britain is well developed. Pupils show compassion and tolerance for others, as demonstrated by thoughtful discussions following the earthquake in Nepal. Young leaders help their peers understand the democratic process and have been successful in promoting equal opportunities.
 - Primary sport funding is well planned and has improved participation rates and increased the range of sporting opportunities. For example, the work of specialist coaches is broadening the range of sporting activities available to pupils. The school takes part in a wide range of competitive events, such as hockey, athletics, gymnastics, tag rugby and netball. This is leading to an increase in pupils' participation in sport and helping pupils develop healthy lifestyles.
 - An effective partnership with the local authority and a school improvement adviser is successfully helping the school to improve. Good support from a teaching and learning consultant has been helpful in improving teachers' planning and subject knowledge, particularly in English.
 - The communication with parents is not sufficiently strong because a small minority reports that school leaders do not listen to their suggestions. However, other parents spoken to during the inspection were positive about all that the school offers and the guidance and support they receive.
- **The governance of the school:**
- Governors have been instrumental in improving the leadership structure of the school. With many staff changes, they recognise they have played a strategic part in reviewing the vision for the school and driving it forward. For example, governors have worked closely with the headteacher to create learning hubs for the different age ranges.
 - Governors bring strong expertise to their roles and have a good grasp of the school's strengths and what the school needs to do to improve. They use information provided by leaders to ask challenging questions and hold leaders to account, especially about the quality of teaching and pupils' achievement. They recognise the difficulty the school has experienced dealing with considerable staff changes.
 - Governors know the school well and systematically check for themselves whether the actions on school improvement plans have impacted on pupils' achievement. For example, they know that phonics (sounds and the letters they make) teaching has improved by checking the provision with school leaders. They also know that additional funding, such as the pupil premium, is effectively used to improve disadvantaged pupils' achievement.
 - Performance management arrangements make sure that teachers' salary progression is linked to

pupils' achievement. Any underperformance is tackled quickly and, as a result, the quality of teaching and pupils' progress is improving.

- Safeguarding procedures are effective, including checks on the maintenance of the single central record which records the vetting procedures for staff. Governors ensure statutory requirements are met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils settle into learning quickly. In lessons they work hard and concentrate well; however, behaviour is not yet outstanding because not all pupils take the greatest amount of pride in the presentation of their work.
- Pupils behave well during morning break and at lunchtime. They are polite and courteous to adults and each other, exemplifying the school's core value of 'respect'. Pupils play well together because they have a range of activities to keep them occupied, such as skipping, cricket and ball games. They are respectful of the school equipment and keep the premises tidy, for example by helping to maintain the garden area.
- Bullying is rare and pupils are confident that adults will deal with any problems quickly. They told an inspector that 'teachers are friendly and help us sort out any differences'. Pupils have a good awareness of the different types of bullying, including racial and cyber bullying.
- Teachers manage pupils' behaviour well in lessons. School leaders keep detailed logs of incidents of poor behaviour. These are regularly reviewed and show that incidents are reducing. There is a calm and purposeful atmosphere around the school.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe in school. They are knowledgeable about risks, such as when using the internet and social media. They assured an inspector that the school regularly teaches them about e-safety and how to manage risk, for example when using the gymnastic apparatus.
- School procedures for keeping pupils safe are well known by all staff. The premises are well managed and staff undergo rigorous recruitment checks. A parent link officer works closely with families in need of additional guidance and support.
- Attendance, which is broadly average, is improving. The school has successfully reduced the rate of persistent absence. A breakfast club is having a positive impact on punctuality and attendance.
- A very large majority of parents who responded to Parent View expressed confidence in the school's arrangements for keeping pupils safe.

The quality of teaching requires improvement

- Teaching is not yet consistently good enough to ensure that pupils make good progress from their starting points. However, leaders' accurate monitoring of teaching indicates that it is improving rapidly.
- Pupils' books show that work is not always matched precisely to pupils' needs and is sometimes too easy or too difficult. This is particularly the case in mathematics, where some pupils do not have the necessary mental calculation skills required to solve complex problems. On occasions, teaching in younger classes does not extend pupils' mathematical knowledge.
- Not all teachers insist on the highest level of presentation, especially in mathematics where accuracy and precision are sometimes lacking. However, the majority of pupils present their work neatly.
- Too many pupils do not apply their knowledge of grammar and punctuation consistently when writing across the curriculum, despite developing and practising their writing in subjects other than English, for example in science and history.
- Improvements to the school environment, such as a new library, are helping to foster a love and enjoyment of reading. Pupils are encouraged to read regularly. They shared their enthusiasm for books and authors with an inspector. Additional support is well focused for pupils who need extra help in reading.
- The marking of pupils' work has improved since the beginning of the year. The use of 'learning ladders' gives pupils advice and guidance on how to improve. As a result, pupils understand the next steps in their learning.
- Pupils benefit from bespoke teaching to address their specific needs and interests. For instance, a go-kart building project is helping a group of pupils use their advanced design and technology skills and is developing their self-confidence. Similarly, the inclusion leader and teaching assistants provide effective

support to pupils who have special educational needs.

The achievement of pupils

requires improvement

- In 2014, the proportion of Year 6 pupils making expected progress in reading, writing and mathematics was similar to the national average. However, the proportion of pupils exceeding age-related levels was below average in reading and mathematics.
- Children make good progress in the early years in all areas of learning. The proportion of children leaving Reception with a good level of development was above that seen nationally in both 2013 and 2014. School data and the work that children are doing show that they are achieving well.
- Achievement in reading is improving. Over the last two years, the results of the Year 1 phonics check have been below the national average. However, improvements to the teaching of phonics indicate that more pupils than previously are on track to do well this year.
- In Year 6 in 2014, the attainment of disadvantaged pupils in writing was about three terms behind other pupils in the school and two terms behind other pupils nationally. In reading, it was one term behind other pupils in the school and one and a half terms behind other pupils nationally. In mathematics, it was approximately one term ahead of other pupils in the school and one and a half terms behind other pupils nationally. The current gaps in progress between different groups of pupils are closing in both Key Stage 1 and Key Stage 2 as a result of well-targeted support and close tracking of pupils' progress.
- Disabled pupils, those who have special educational needs and pupils who speak English as a second language make good progress from their starting points because of effective support from skilled teaching assistants. The new inclusion leader is highly effective in checking the quality of interventions and support provided to these pupils.
- Achievement of the most-able pupils is variable. This is beginning to improve as teachers regularly review achievement through pupil progress meetings. In a Year 3 mathematics lesson, the most-able pupils were observed confidently using algebra to solve equations. When work is sufficiently challenging, pupils engage with tasks with enthusiasm and resilience.

The early years provision

is good

- Children generally enter the Reception class with skills and capabilities typical for their age, particularly in self-confidence and self-awareness. The school's records show that some children entering in September 2014 displayed skills and abilities that were less well developed, especially in making relationships and managing feelings and behaviour. They make good progress because adults use assessment information effectively to target children's specific needs.
- Strong leadership ensures that adults provide children with a range of learning experiences which interest and motivate them. For example, during a Great Outdoors topic, some children sketched butterfly pictures and, following advice from adults and peers, made significant improvements to their original design. Adults set ambitious targets to improve children's development and children rise to the challenge.
- Teaching over time is consistently good and ensures that children learn well. They enjoy the 'weekly challenges' and sharing their achievements through classroom displays. Prompts for learning help children improve their understanding. For example, in a mathematical area, children enjoyed cutting dough into different fractions to match a set of pictures. They were observed saying, 'Look, I've made mine into quarters,' and, 'I have two halves.' This is improving children's early number skills. Adults encourage children to write in all areas of learning. During the inspection, children were using their good knowledge of phonics to write simple sentences, using capital letters and full stops.
- The behaviour of children is good. Pupils listen well and engage in activities because they have good relationships with each other and adults alike. On a few occasions, a small minority of children call out answers instead of waiting their turn or chat to their friends when the teacher is talking. This behaviour is managed well by adults.
- Children's social skills are developed well during snack time. They make toast and add a spread in the 'snack bar' without adult support. Children are encouraged to try new activities in a safe environment.
- The outdoor area is well used and enables the children to take part in creative and purposeful play. For example, children enthusiastically made a salad by working together to pick rocket leaves and mint from the garden. They told the inspector how different herbs and plants grow. Another group of children used their knowledge from a 'learning with grandparents afternoon' to build a shelter using construction equipment. Children are confident initiating their own learning in different situations.
- Links with parents in this part of the school are strong. They are encouraged to play an important role in their child's learning by contributing to learning diaries (information from ongoing assessments) and attending the weekly 'welcome Wednesday' session. This underpins the strong partnership between

school and home.

- Children are well placed to continue their good start in Year 1. A large proportion of children are on track to enter Year 1 with the necessary reading, writing and number skills.

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	109171
Local authority	South Gloucestershire
Inspection number	461954

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	206
Appropriate authority	The governing body
Chair	Bob Symons
Headteacher	David Forrester
Date of previous school inspection	4–5 October 2011
Telephone number	01179372579
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