

# Pauntley Church of England Primary School

Pool Hill, Newent, Gloucestershire GL18 1LL

## Inspection dates

25–26 June 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders, including governors, have made some progress in tackling the areas for improvement from last year's inspection. However, their actions have not yet ensured that teaching is good overall. Pupils make inconsistent progress in reading, writing and mathematics.
- Leaders' actions for improvement are not precise enough. Leaders do not have full oversight of the implementation of the school's curriculum. Weaknesses in the coverage of some subjects have been left unaddressed.
- Leaders and governors do not provide staff with the key training they need to enable them to carry out their leadership roles effectively.
- Teaching, including in the early years, is too inconsistent. It does not challenge pupils well enough. Weaknesses in teaching continue because leaders do not identify or address weaknesses precisely enough.
- The teaching of reading is inconsistent. Some pupils do not meet their potential. Teaching does not challenge them sufficiently to gain a deep understanding of what they read.
- Leaders' strategies to improve the quality of writing are ongoing. Too few pupils edit and improve their work with independence.
- When teaching is not closely matched to pupils' needs, pupils go off task or sit and wait for an adult to help them. This stalls their progress over time. Teaching does not enable pupils to become resilient learners.
- Teachers make accurate assessments of what pupils know and can do. Nonetheless, teachers do not use these assessments precisely to ensure that teaching addresses misconceptions when they occur. As a result, pupils' progress falters.
- Teaching assistants provide strong care and support. However, their impact on moving pupils' learning on, including in the early years, is too inconsistent.
- Adults and teachers' interactions and assessments in the early years are too variable. There are too few opportunities for children to practise their skills and knowledge in Reception in both the inside and outside classrooms.

### The school has the following strengths

- Leaders' work to address the previously identified weaknesses in mathematics is beginning to pay off. Pupils' achievements are improving in key stage 2.
- Pupils are well behaved and polite. Pupils' attendance has improved this year.
- Pupils enjoy the very many opportunities to take part in a wide range of sport.

## Full report

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

- Rapidly improve the impact of leadership, including governance, by ensuring that:
  - leaders' action plans are tightened, applied and evaluated stringently against precise milestones for improvement
  - the governing body strengthens the way it holds the executive headteacher to account for the quality of teaching and pupils' progress so that it is consistently good, across a full range of subjects, including English and mathematics
  - subject leaders, and support staff, receive the training and time they need so that they carry out their roles effectively
  - teachers get precise feedback about what they need to do to improve their teaching so that it is consistently good and pupils' progress is consistently good.
- Leaders should improve the impact of the quality of teaching, learning and assessment across the school, including in Reception, so it is consistently good by ensuring that:
  - the most able pupils are challenged
  - teachers use their assessments precisely to modify their teaching when pupils do not understand or misconceptions occur so that no learning time is wasted
  - teaching assistants are deployed and trained effectively to ensure that their impact on pupils' progress is strong
  - pupils edit and improve their writing with the independence expected for their age
  - pupils have a strong understanding of what they read
  - children in the early years use well-resourced learning areas inside and out to practise and deepen their knowledge and skills
  - adults' interactions with children in the early years are consistently strong and enable children to move on in their learning consistently well.
- Improve pupils' personal development, behaviour and welfare by ensuring that:
  - teaching motivates and interests pupils so that pupils' off-task behaviour is eradicated.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders have made some progress in tackling the areas for improvement from last year's inspection. For example, leaders' more stringent systems have improved pupils' attendance successfully. However, leaders' actions have not yet ensured that teaching, learning and assessment, and pupils' achievement are good. Some pupils do not make strong enough progress over time and underachieve.
- Leaders are only partway through their work to address the school's weaknesses. The impact of leaders' actions is too inconsistent. For example, while improvements to the teaching of mathematics are beginning to pay dividends in key stage 2, improvements to mathematics in key stage 1 are only prominent since March this year, and the outdoor area in the early years remains underdeveloped. Leaders have not addressed the school's weaknesses quickly enough.
- Leaders' expectations of what pupils can achieve are not high enough. Leaders' checks on teaching are not stringent. Consequently, teachers do not get the feedback they need to bring about the required improvements to their teaching.
- Leaders' action plans for improvement are not precisely focused. They do not help leaders plan, monitor and refine actions to improve key aspects of the school's work well enough. Subject leaders' plans are also weak. This makes it difficult for governors to hold leaders to account to bring about improvement.
- Leaders have not provided subject leaders with the training and support they need to carry out their roles effectively. Neither do they have sufficient time to carry out checks on the quality of teaching over time.
- Leaders have not ensured that teaching assistants have a consistently strong skill set to support pupils' learning in key stage 2. Leaders have limited oversight of the impact of the additional support pupils receive.
- The use of the sport premium is pursued closely. As a result, pupils take part in a wide range of competitive sport, including hockey, mountain biking, a swimming gala, new age curling, archery and key stage 1 cricket festivals. Pupils enjoy representing their school at local competitions.
- The use of the pupil premium funding is monitored carefully. Pupils receive strong care and support. However, pupils eligible for the additional funding make inconsistent progress over time.
- The leadership of special educational needs and and/or disabilities (SEND) is appropriately focused. The number of pupils on the SEND register is too small to comment on pupils' achievement.
- Almost every parent who responded to Ofsted's online questionnaire, Parent View, would recommend the school. Parents and carers welcome the strong family feel of the school and the good communication they receive.
- The curriculum provides a wide range of opportunities to promote pupils' spiritual, moral, social and cultural experiences well. Teaching encompasses a range of subjects, including humanities and science. School visits are used to bring thematic work to life.

However, some basic aspects set out in the national curriculum are not met, for example teaching a modern foreign language at key stage 2. The executive headteacher does not check the school's provision or timetabling arrangements adequately.

- The local authority (LA) met with leaders and governors to discuss the school's weaknesses earlier this year. In recent months, the LA has provided some external support. Leaders are beginning to use the knowledge and skills they have gained to build momentum in bringing about whole-school sustained improvement. However, leaders' actions have been too slow to address the school's weaknesses in full. Leaders have taken too long to take heed of the advice and act on it.

### **Governance of the school**

- Governors do not ensure that the executive headteacher carries out leadership checks on all aspects of the school's provision sufficiently. They have not held school leaders to account effectively for addressing some of the weaknesses identified by the LA and from the school's last Ofsted visits.
- Governors have not insisted that school leaders' plans for improvement are precise and that timely evaluations of progress are made. They have not ensured that school staff receive the training they need to carry out their leadership roles effectively.
- Governors do seek to find out information for themselves. For example, they visit the school to gather evidence of the impact of whole-school initiatives themselves. However, it is too early to see notable impact in some areas.
- Governors have ensured that the school's caring ethos is a strong and central feature of the school.

### **Safeguarding**

- The arrangements for safeguarding are effective. Governors visit the school to check that the school's safeguarding arrangements are fit for purpose. They assure themselves that audits are carried out in line with regulations. Staff vetting checks are up to date and in line with requirements.
- Designated leaders for safeguarding undertake their roles diligently and with rigour. They attend meetings with a range of external agencies and make referrals and follow up concerns precisely.
- All staff have completed required training and know how to apply this should they have a concern or when a child is at risk.
- Some minor weaknesses to the administration of safeguarding records were remedied during the inspection. The school's record-keeping of safeguarding cases is fit for purpose.
- Pupils feel safe and value the care and support they receive. They talk with confidence about keeping safe online and other dangers, such as stranger danger.

## Quality of teaching, learning and assessment

**Requires improvement**

- Teaching is not matched to pupils' needs well enough. Teachers' assessment practices are too inconsistent over time. Sometimes, activities planned are too easy or too hard. Teachers do not use their assessments of what pupils can do, know and understand precisely enough so that pupils are well catered for in class. As result, some pupils' progress falters within and across sequences of learning.
- Teachers' expectations of what pupils can achieve are too variable. Teaching does not challenge the most able pupils well enough or enable pupils who struggle with their writing enough opportunity to deepen their understanding. As a result, pupils' production of writing is too variable. Most recently, improvements are evident because teachers are being precise about what they expect. However, this is not yet remedying previous weaknesses and gaps in pupils' learning.
- Teaching does not hold pupils' attention to task consistently well. As a result, some teaching and learning time is wasted and this goes unchallenged by class teachers. So, pupils do not achieve their potential.
- The teaching of mathematics is improving steadily across key stage 2. Leaders are instigating new planning to ensure the progression of mathematics skills and knowledge. Increasingly, pupils in key stage 2 receive a full and balanced mathematics curriculum. However, teachers' assessments of what pupils can do, know and understand are not used precisely. As a result, when teaching is not matched to pupils' needs in mathematics, their progress falters. Additionally, planned improvements in mathematics are far too recent in key stage 1 to see notable impact.
- Teaching enables most pupils to read to an acceptable standard. For example, pupils are heard reading aloud very regularly and this assists pupils to read with the fluency and speed expected for their age. However, the teaching of reading is not yet fully effective because teaching does not routinely challenge pupils to deepen their understanding of what they read well enough in key stage 2.
- The teaching of phonics is systematic and regular. However, pupils do not have sufficient practice to apply their phonics to decode unknown words. On occasions, pupils opt to guess words rather than sound them out and adults or teachers do not routinely correct this.
- Pupils receive strong and caring support from teaching assistants. This helps pupils to attempt tasks. However, teaching assistants' support does not build on pupils' understanding well enough over time. As a result, pupils continue to struggle, particularly in mathematics.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Teachers' expectations of what pupils can achieve in lessons and over time are too low. As a result, some pupils lack resilience and so their learning stalls. The curriculum does not challenge and extend pupils' learning sufficiently well.

- Sometimes, pupils do not maintain concentration because their work is too easy or too hard. Teachers and adults do not pick this up swiftly enough. Some pupils go off task initially and then become more productive towards the end of a session. This slows pupils' production and opportunity to practise and deepen their learning.
- Supervision at lunchtime is adequate. Pupils enjoy playing with their peers at lunchtimes. They are very positive about the recently extended playground, which gives them more space to play together. Pupil monitors take their additional responsibilities very seriously. They congratulate pupils' positive behaviour when coming into class and also remind their peers of the school rules as required.
- 'Early risers' provides a safe start to the school day for those pupils who choose to arrive at school early. Supervision is adequate.
- Pupils say that they feel safe. Pupils say that if they have any concerns, these are followed up by the executive headteacher quickly. They like the strong community feel of the school. Pupils are highly inclusive of one another.

## Behaviour

- The behaviour of pupils requires improvement. Many pupils are polite and demonstrate excellent manners around the school and at social times. However, some pupils do not maintain concentration in lessons when the teaching on offer is not closely matched to pupils' needs. Too few pupils present strong behaviours for learning.
- As a result of leaders' actions this year, pupils' attendance has improved to be at least in line with the national average. Pupils' persistent absence is rare. When it does happen, reasons are fully documented in line with school policies.
- When pupils' behaviour at social times falls short of the school's behaviour policies and expectations, leaders document this. However, there is no analysis of this over time. Pupils say that when pupils' behaviour is not good, teachers and leaders take appropriate action to sort it out. The use of pupils' exclusion is rare.

## Outcomes for pupils

## Requires improvement

- Too few pupils make the progress of which they are capable. Some pupils are underachieving over time. Teaching does not demand enough of pupils in order for them to make consistently strong progress from their different starting points.
- Pupil numbers are small and vary considerably over time. As a result, some published performance data does not give a full and accurate summary of the school's performance when considering an individual year.
- Nevertheless, over time, pupils' progress in mathematics at the end of key stage 2 has been significantly below that seen nationally for the past three years. Current pupils across the school make inconsistent progress in mathematics.
- Pupils' progress in reading and writing is also inconsistent across key stage 2. In reading, pupils often have a strong reading ability. However, the teaching of reading does not stretch and challenge pupils well enough. As a result, some pupils underachieve.
- Increasingly, pupils are making stronger progress in their writing this term because

teaching expectations are increasing in key stage 2. However, over time, pupils' progress from their starting points remains too variable. Pupils' production is also too variable because pupils do not apply themselves consistently well to tasks planned or teachers' expectations are not routinely high enough.

- At the end of key stage 1, most pupils meet the standards that are expected for their age in reading, writing and mathematics. However, current pupils are not challenged sufficiently, particularly in mathematics. Pupils' workbooks show that pupils are not routinely exposed to the more challenging aspects of the mathematics curriculum in key stage 1. This hinders the progress that pupils make. Pupils who were assessed as having skills and knowledge above those expected their age have not sustained these in Years 3 and 4.
- Key stage 1 pupils do not routinely edit and improve their writing with the independence expected. Staff encourage them to make changes to their work. However, sometimes this process is over-structured, and work is not a true reflection of pupils' knowledge and understanding.
- The proportions of pupils meeting the standards that are required in the phonics screening checks in Year 1 are in line with or above with the national averages.
- Over time, the proportions of children reaching the 'good level of development', the standard that is expected at the end of Reception, have been broadly in line with or above those seen nationally.

### Early years provision

### Requires improvement

- Leaders' strategic oversight of the early years is not yet good. Leaders and governors have not addressed the previously identified weaknesses in the early years from the two previous inspections.
- Leaders' self-evaluation is inaccurate. Leaders do not check children's progress from their varied starting points. There is too little focus on improving the quality of provision. As a result, some children do not achieve their potential.
- Teaching enables most children to gain the knowledge and skills they need to be prepared for Year 1. However, teaching does not deepen children's knowledge well enough. As a result, some children do not exceed the skills and knowledge that are expected for their age. This is not reflective of strong progress.
- Children have the confidence to tackle activities on offer when they are learning independently. However, on occasions, children do not sustain these activities well and sit and watch others who are being guided or taught by an adult.
- Adults' interactions with pupils are too limited. Adults' interactions do not help children to move forwards in their learning consistently well. As a result, children's learning needs are not met in full.
- Children do not experience the full range of activities inside and out. There are not enough opportunities for pupils to explore and practise prior learning. Children do not have access to a wide range of resources in the outdoor area. Adults' interactions with children, when they are outside, do not move children's learning on sufficiently well.
- Children build effective relationships with their peers and adults because of the strong

nurture adults provide. As a result, children enjoy school and behave well.

- Children gain a love of stories and enjoy reading to adults. Children learn to read well through regularly reading aloud and repetition. On occasions, however, when children struggle to decode and use their phonics when reading, adults encourage children to guess words rather than apply the phonics skills that have been taught. This limits their progress.
- Children are exceptionally well looked after and cared for. Statutory welfare requirements are met.

## School details

Unique reference number	115643
Local authority	Gloucestershire
Inspection number	10067147

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

Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	42
Appropriate authority	The governing body
Chair	Karen Boydell
Headteacher	Chris Ward
Telephone number	01531 820053
Website	<a href="http://www.pauntleyschool.com/">www.pauntleyschool.com/</a>
Email address	<a href="mailto:admin@pauntley.gloucs.sch.uk">admin@pauntley.gloucs.sch.uk</a>
Date of previous inspection	20 June 2018

## Information about this school

- This is much smaller than the average-sized primary school. It has one classroom for Reception and Years 1 and 2, and another classroom for Years 3, 4, 5 and 6.
- The school has a part-time executive headteacher who works at the school for two full days over the space of 3 days each week. He is also part-time executive headteacher of Ann Cam Primary School. Both schools have a separate governing body.
- When the executive headteacher is absent, the deputy headteacher (key stage 1 teacher) is in charge.
- There are two full-time teachers, one of which is the deputy headteacher.
- The proportion of pupils with SEND is considerably lower than that seen nationally.
- The proportion of pupils eligible for the pupil premium grant is below that seen nationally.

## Information about this inspection

- The inspector observed pupils' learning in visits to lessons across the school with the executive headteacher. The inspector worked in close partnership with the executive headteacher to review pupils' progress and provision over time, including reviewing pupils' workbooks across a range of subjects.
- The inspector talked with a group of pupils to seek their views about the school. She also listened to pupils read in lessons and in a group situation.
- The inspector held meetings with the executive headteacher, and held meetings with teachers to discuss mathematics, English and the early years. She met with a representative of the Gloucestershire LA and held a telephone conversation with the head of school improvement in Gloucestershire.
- The inspector scrutinised a number of school documents, including the school's improvement plan, subject action plans and the school's view of its own performance. She also looked at pupils' performance information, and some documents relating to school governance. She reviewed records relating to behaviour, leaders' monitoring checks, pupils' attendance information, and a range of safeguarding records.
- The inspector observed pupils' behaviour in lessons, at social times and around the school.
- The inspector considered the 19 responses to the online survey, Parent View, and free-text comments. She also talked with parents during the inspection to seek their views of the school and of the education their children receive. The inspector also reviewed written correspondence from a parent and took into account the staff online survey and pupils' survey.

## Inspection team

Julie Carrington, lead inspector

Her Majesty's Inspector

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