

Inspection of Pauntley Church of England Primary School

Pool Hill, Newent, Gloucestershire, GL18 1LL

Inspection dates: 10 and 11 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pauntley Church of England Primary School is a welcoming and happy place. Staff and pupils make the school's values of 'friendship, respect and courage' come alive. Pupils are wonderful ambassadors for the school. They are polite and friendly. Pupils are proud to attend and understand the high expectations staff have of them. As a result, they behave well and have positive attitudes to learning.

Staff care deeply about pupils' well-being. They forge and maintain positive relationships. Pupils feel safe because they know adults look out for them. Bullying is rare. Pupils are confident to share any worries with staff.

Pupils' personal development is a strength of the school. Pupils benefit from a range of opportunities to pursue their interests, such as archery and performing arts. Older pupils develop their independence and confidence on residential trips, such as to North Wales. Leaders provide interesting activities to enhance pupils' learning. For instance, pupils visit a Victorian schoolroom. Younger pupils enjoyed using different materials to construct a carriage for King Charles' Coronation.

Parents have positive views of the school. Parents comment on the 'family atmosphere' and that staff go above and beyond to help and 'make learning fun'.

What does the school do well and what does it need to do better?

Leaders and staff have made improvements since the previous inspection. The governing body and the local authority support the school well. Staff feel valued and supported by leaders.

The curriculum is ambitious, interesting and inspires pupils to learn. The building blocks of knowledge and skills that pupils need to develop are identified clearly. Learning is effectively sequenced to help pupils know and remember more. However, in a minority of subjects, the curriculum is in the early stages of being taught. Therefore, it is too soon to evaluate the impact.

Pupils revisit prior learning to help deepen their understanding. For example, Year 3 and 4 pupils recall their understanding of place value and multiplying by 10. They use this information to help them to divide by 100. However, teachers do not use assessment well enough to check what pupils can already do. Consequently, learning does not always take into account pupils' prior knowledge.

Leaders aspire for all pupils to develop a love of reading. They provide a range of interesting books for pupils to choose from. Pupils become thoroughly absorbed when adults read to them. For example, younger pupils enjoy listening to 'George's Marvellous Medicine' by Roald Dahl.

Children in Reception Year learn to read as soon as they start school. The teaching of phonics supports pupils to learn the sounds that letters make. Pupils regularly practise reading to improve their fluency. Older pupils are routinely provided with opportunities to develop their wider reading skills, such as comprehension and prediction. Staff swiftly identify pupils who struggle to read. They provide extra help, so that such pupils catch up quickly.

Staff explain concepts clearly. Pupils listen carefully to teachers' instructions and settle to their work without delay. Pupils persevere when they find learning difficult. As a result, low-level disruption is rare.

Leaders and staff adapt learning and provide additional support for pupils with special educational needs and/or disabilities (SEND). Leaders regularly review pupils' targets. They seek the help of external agencies, when necessary. As a result, pupils with SEND learn the curriculum successfully.

Pupils learn to be considerate and to contribute to society. For example, pupils care for the environment and donate food items to the local foodbank. Pupils take on positions of responsibility with pride, such as becoming members of the school council.

Safeguarding

The arrangements for safeguarding are effective.

Leaders promote a strong culture of safeguarding. They provide relevant safeguarding training that helps staff to remain vigilant. Staff know that this is everybody's responsibility. Leaders make the necessary checks to ensure that all adults are safe to work with children.

Staff know how to report concerns. Leaders make timely referrals when pupils need specialist help. They maintain detailed records and evaluate the support that families receive.

Pupils learn how to stay safe as part of the curriculum and through visitors to the school. For example, the local police teach pupils about online safety and healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not use assessment well enough to check what pupils can already do. Consequently, learning does not always take into account pupils' prior knowledge. Leaders must ensure that assessment is used to determine what pupils know and remember and what they need to learn next.

- In some subjects, the curriculum is in the early stages of implementation. As a result, pupils have not developed the knowledge and skills they need. Leaders must continue to improve and embed the curriculum in these subjects, so that pupils consistently know and remember more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115643
Local authority	Gloucestershire
Inspection number	10268234
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	33
Appropriate authority	Local authority
Chair of governing body	Emily Sophocli
Headteacher	Tony Larner
Website	www.pauntleyschool.com
Date of previous inspection	25 and 26 June 2019, under section 5 of the Education Act 2005

Information about this school

- The executive headteacher has been in post since March 2020. The assistant headteacher began in post a year later.
- Since the previous inspection, a new governing body has been formed.
- The school federated with Glebe Infants School and Picklenash Junior School in October 2022. The executive headteacher leads all three schools.
- The school is a Church of England school. Its last SIAMS (Statutory Inspection of Anglican and Methodist Schools) was in March 2017.
- The school consists of two mixed-aged classes. One class consists of pupils in Reception, Years 1 and 2. The other class consists of pupils in Years 3 to 6.
- The school provides before- and after-school care for pupils.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher and assistant headteacher. The assistant headteacher is also the special educational needs co-ordinator and early years leader.
- The lead inspector held a meeting with a group of governors, which included the chair and vice-chair. They also had a meeting with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed the school's safeguarding records and checked the school's single central record. They discussed safeguarding arrangements with the designated safeguarding leader.
- Inspectors observed pupils' behaviour at various times of the day, including during breakfast club, breaktime and lunchtime.
- Inspectors spoke to pupils, staff and parents to gather their views. They reviewed responses to the online survey, Ofsted Parent View. They also took account of the school's latest parent survey. Inspectors reviewed responses to the staff and pupil survey.

Inspection team

Catherine Beeks, lead inspector Ofsted Inspector

Lizzy Meadows Ofsted Inspector

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