

Inspection of a good school: Pendock CofE Primary School

School Lane, Pendock, Gloucester, Gloucestershire, GL19 3PW

Inspection dates: 21 May 2024

Outcome

Pendock CofE Primary School continues to be a good school.

What is it like to attend this school?

Pendock CofE primary school is a small, friendly and welcoming school. Pupils are keen and eager to attend. They look forward to their lessons and spending time with their friends. The school has a strong community spirit. It shows genuine care for pupils and works in effective partnership with parents to meet pupils' individual needs. Pupils build trusting relationships with staff. As a result, pupils feel safe.

The school's vision to 'be the best that we can be' encapsulates the ethos of the school. Leaders and staff are ambitious in their expectations of what all pupils, including pupils with special educational needs and/or disabilities (SEND), can achieve. Staff support pupils to do their best and pupils appreciate their care. Overall pupils behave well. They are polite and friendly. Routines and behaviour expectations are well established.

Pupils take on leadership roles such as the Collective Worship Committee, the school council and Sports Crew. The Collective Worship Committee lead assemblies at times. Pupils hand out certificates to others in celebration assembly. Such opportunities, give pupils a sense of responsibility.

Pupils enjoy attending a wide range of after-school clubs. These include drama, yoga, Spanish and sports club. These help pupils to develop their talents and interests.

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

There have been significant changes in staffing recently. Some subject leaders are new in their role. They have not yet developed the skills they need to monitor the impact of the intended curriculum. The school have plans in place to address this.

A review of the curriculum for science and the foundation subjects took place last year. The curriculum is delivered in cycles to ensure that with mixed-age classes learning is not repeated. The school has set out learning sequences that enable teachers to know what to teach and when to teach it. In some subjects, they identify the important knowledge, skills and vocabulary that pupils need to know. As a result, teaching builds on what pupils

have been taught previously. For example, in music, children in the Reception and key stage 1 class learn to keep a steady pulse by playing singing games. Then, in key stage 2, pupils learn to listen and respond to different genres in music, such as rock. The curriculum in some subjects is, however, in the early stages of implementation. This means that for some pupils there are gaps in their knowledge. They have had little opportunity to deepen their knowledge and they do not remember their learning well enough.

The teaching of reading and phonics is a priority in school. There is a well-sequenced phonics curriculum. Phonics teaching begins when the children start school. By the time pupils reach the end of Year 2 most are able to read fluently. The development of reading skills continues into key stage 2 with a focus on developing pupils' reading fluency and comprehension skills. Pupils read books that match the sounds that they know. The school effectively identifies children who need additional practice to make sure they keep up with learning. The school fosters a love of reading. Books are carefully selected for the age and interests of the pupils. Pupils are excited by, and engaged in, a range of well-chosen stories. Teachers read to pupils regularly. Initiatives such as reading certificates, the reading therapy dog and pyjama story sessions promote a love of reading.

The school identifies the additional needs of pupils with SEND quickly and accurately. Staff adapt learning activities effectively so that pupils with SEND access the curriculum alongside their peers. They work well with parents, carers and other professionals to ensure that these pupils get the extra help and support that they need. This enables these pupils to progress well.

Overall pupils behave well in their lessons and around the school. This creates a calm and purposeful atmosphere. Pupils are polite and well-mannered and show respect to all. Leaders are proactive in managing attendance. Consequently, pupils typically attend school regularly and on time.

The personal development of pupils is a high priority. Pupils, including those most disadvantaged, benefit from a wealth of clubs, trips, visitors and experiences. The personal, social, health and economic curriculum effectively supports pupils to demonstrate the school's PRIDE values of positive attitudes, respect, individuality, determination and excellence.

Staff are proud to work at the school and leaders are considerate of workload. Governors understand their role and carry this out effectively. They have a secure knowledge of the school's strengths and have identified the right priorities moving forward.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum for some subjects has been recently revised and is in the early stages of implementation. This means that for some pupils there are gaps in their knowledge. The school needs to continue their work on curriculum implementation so that pupils are enabled to secure their learning and deepen their understanding better.
- Some subject leaders are new to role and do not yet have the skills to monitor the areas they lead effectively. This means that they do not have a secure understanding of the impact that learning sequences have on pupils' learning. The school should ensure that the subject leaders are supported to monitor the impact of the intended curriculum on what pupils know, can do and remember.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2014.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116838
Local authority	Worcestershire
Inspection number	10322749
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	47
Appropriate authority	The governing body
Chair of governing body	Liza Christmas
Headteacher	Hannah Moon
Website	www.pendockprimary.co.uk
Date of previous inspection	23 November 2018, under section 8 of the Education Act 2005

Information about this school

- There have been many staff changes following the previous inspection, including the headteacher.
- The school has a Church of England religious character. The school had its last section 48 inspection by the Diocese of Worcester in June 2023.
- The school runs its own breakfast and after-school club.
- The school runs a pre-school for three days a week.
- No pupils attend an alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received, including since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, who is also the special needs co-ordinator. They also met with groups of staff and pupils. The lead inspector spoke on the phone to the local authority adviser.
- Inspectors carried out deep dives in these subjects: reading, mathematics and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors spoke to leaders about pupils' behaviour, attendance, policies, and procedures. Inspectors observed pupils' behaviour in lessons and around school. An inspector discussed the school's analysis of attendance with leaders.
- Inspectors reviewed information about other areas of learning and the wider curriculum.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- The lead inspector met with those responsible for governance.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Lynda Townsend, lead inspector

Ofsted Inspector

Travis Latham

Ofsted Inspector

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