



Pucklechurch CofE VC Primary School

Inspection Report

Unique Reference Number 109171
LEA South Gloucestershire
Inspection number 278146
Inspection dates 5 July 2006 to 6 July 2006
Reporting inspector Peter Griffiths HMI

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

Type of school	Primary	School address	Castle Road
School category	Voluntary controlled		Pucklechurch
Age range of pupils	4 to 11		Bristol BS16 9RF
Gender of pupils	Mixed	Telephone number	0117 9372579
Number on roll	290	Fax number	0117 9374823
Appropriate authority	The governing body	Chair of governors	Mr James Garden
Date of previous inspection	10 April 2000	Headteacher	Mrs Maggie Cook

Age group 4 to 11	Inspection dates 5 July 2006 - 6 July 2006	Inspection number 278146
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Pucklechurch is a medium sized primary school serving the village and surrounding hamlets. The proportion of pupils eligible for free school meals is below the national average. About 6% of pupils are on the special needs register. This includes five pupils who have statements identifying the additional support they need. An additional 13% of pupils are given additional support to help them develop their literacy, numeracy and social skills. Socio-economic circumstances vary widely within the area served by the school. Attainment on entry to the school is average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Pucklechurch is a good school with outstanding features. The leadership and management of the school are good. The senior leadership team, through their outstanding monitoring and evaluation procedures based on agreed criteria, has a very good, accurate understanding of the school's effectiveness and what needs to be done in order to continue to improve. As a consequence, the school has implemented an effective range of strategies enabling pupils of all ages and abilities to make good progress and achieve well. Quality of provision and standards in the Foundation Stage are good.

The good teaching throughout the school ensures that pupils show excellent attitudes to their work and make very good progress. The teachers have good subject knowledge and their detailed team planning, some of which is excellent, lends confidence to their teaching styles, allowing them to engage pupils. They receive good support from the subject leaders in developing their teaching. The curriculum is well matched to the pupils' needs so all can succeed. Pupils' behaviour and relationships are outstanding.

This is a school where every child matters. Pupils are extremely well cared for and feel safe and this is contributing to their desire to do well. They enjoy coming to school and many take part in the wide range of extra activities. The vast majority of parents are very happy with the school and all it offers.

The school has clearly demonstrated that it has a strong capacity to improve. It has successfully addressed all the weaknesses identified at the time of the last inspection. This has been accomplished alongside the drive to improve learning and achievement. The school has formed good working partnerships that have contributed to the achievement and well-being of the pupils. The school uses its resources very efficiently and provides good value for money.

What the school should do to improve further

- Use the examples of outstanding team planning and the leadership of some subjects as models for all future developments.
- More closely link the criteria used to evaluate provision with those now used nationally.

Achievement and standards

Grade: 2

Achievement and standards are good. Children of Reception age make good progress because of consistently good teaching and a stimulating and appropriate approach to early learning. In 2006, during their Foundation Year, all children reached the expected standards while over half of them exceeded the early learning goals.

In 2006, standards in Year 2 in reading, writing and mathematics were good. Where the school's scrutiny of pupils' work indicated aspects for improvement, successful strategies were put in place to address the issue. As a result, pupils made good progress.

From Key Stage 1 to Key Stage 2, pupils made good progress. In 2006, by the end of Year 6, the overwhelming majority of pupils reached or exceeded the standards expected for their age. In the core subjects of English, mathematics and science, standards were good and a further improvement on those of previous years.

The school has an inclusive ethos and the arrangements for those pupils with learning difficulties are good. Teachers and teaching assistants provide support that is well matched to their needs so that they achieve well. Provision for higher attaining pupils is also good and they make good progress.

The introduction of rigorous assessment procedures and the setting of challenging targets are ensuring that pupils understand their own achievements and know what they need to do to improve. The consistent implementation of these procedures is an important contributory factor in the continuing improvement in standards.

Personal development and well-being

Grade: 2

Pupils' personal development is good with some outstanding features. The school's positive ethos and outstanding relationships contribute significantly to pupils' personal development and well-being. They thoroughly enjoy school and have excellent attitudes to learning. Attendance is good and unauthorised absence is low. The behaviour of the pupils is outstanding. They show respect for others and readily take on responsibilities. Pupils say that they feel very safe because any concerns they may have are always dealt with effectively by staff who they know have their best interests at heart.

Pupils' understanding of the key aspects of a healthy lifestyle is good. They all enthusiastically participate in physical education. Almost nine out of ten pupils also take part in lunchtime and after school clubs and sporting activities. They understand the key features of a healthy diet and have responded well to the availability of healthy snacks at break time. The energetic and committed school council has made significant contributions to the school through, for example, its contribution to the development of the anti-bullying strategy. The pupils' spiritual, moral, social and cultural development is good. Worship is rich and varied and well supported by links with the local clergy. Pupils are sensitive to the beliefs and traditions of other faiths.

The well planned creative weeks have successfully contributed to pupils' understanding of life in a multicultural society. Participation by pupils in community events is good. They also readily engage in fundraising for local and national charities.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with some outstanding features. Outstanding collaborative work between teams of teachers, including those who share classes or who teach mix age classes, has ensured that lesson planning is consistently good and, at times, outstanding. Teachers have good knowledge of their subjects. They work well in teams that include the teaching assistants who provide very effective support for pupils, including those with learning difficulties. Lessons proceed at a cracking pace, with teachers setting appropriate levels of challenge for all pupils. As a result, pupils enjoy learning and are keen to do well. They successfully rise to the high expectations that teachers have of them.

Good marking and target-setting ensure that pupils know how well they are doing and how they can improve further.

Excellent procedures for monitoring lessons involve both the senior leadership team and the subject leaders. A well planned staff development programme supports teachers in further extending their skills.

Curriculum and other activities

Grade: 2

The school provides a broad and balanced curriculum well matched to the needs of the pupils. The quality of collaborative planning by the teachers is good and at times outstanding. In order to meet the needs of pupils, medium- and short-term planning has focused on key issues such as differentiation of resources, teaching and assessment. Monitoring of planning by subject leaders is good.

The school has successfully developed the new information and communication technology (ICT) room and has interactive whiteboards in some classrooms. As a result, ICT is enhancing learning opportunities and raising the achievement of pupils.

Pupils participate enthusiastically in the good range of clubs, activities and trips available to them. Such activities and visits successfully promote social as well as educational aims.

Care, guidance and support

Grade: 1

Care, guidance and support are strengths of the school. There are outstanding arrangements to ensure that pupils are well cared for and supported. Teachers make good use of data to inform pupils of their achievements and how to progress further. The special needs coordinator provides excellent support for pupils so that they make very good progress.

All health and safety issues are addressed and appropriate risk assessments are made. The child protection arrangements are outstanding with trained staff and a very impressive early warning system in use. All staff are aware of these arrangements.

Pupils feel safe in school and excellent relationships with staff ensure they can all identify an adult they can go to in case of difficulty, safe in the knowledge they will be well supported. They feel they make good progress and that they are given work that challenges them. Exclusion rates are very low, and attendance is good. These factors indicate that this is a happy school.

There are good links with outside agencies, other schools and with the local community including the prison, church and the local authority.

Leadership and management

Grade: 2

Leadership and management of the school are good with some outstanding features. The headteacher has achieved a common sense of purpose in all staff and has provided a clear direction for developments in the school. There have been considerable improvements since the last inspection and the school is well placed to improve further.

The headteacher, deputy headteacher and Key Stage 2 leader form a very strong senior leadership team that has a clear focus on systematically raising standards. They have built the school's capacity to improve through, for example, the development of younger staff and the middle managers. A culture has been developed where staff believe pupils' achievement should be higher and readily change their practice to achieve this.

This is an inclusive school. The senior leadership team strongly encourages measures that secure the well-being of pupils and staff. All staff support the pupils, each other and the whole school community. All aspects of equality are promoted.

The role of subject leader is to focus on raising standards. The core subject leaders are particularly successful in their role, leading staff meetings, using data very effectively and influencing whole-school developments and standards. They serve as good models on which to base practice in all subjects.

The special needs coordinator provides good professional development for the teaching assistants.

The senior leadership team has established an outstanding self-evaluation system using a variety of strategies that include the collection and analysis of data linked to strategic planning. Subject leaders are also closely involved in monitoring and evaluating provision and supporting the development of more effective teaching and learning. The 'Rural Heads' group, which the headteacher established in 2002, has made a positive contribution to monitoring and evaluation. This work with headteacher colleagues across four schools has had a significant positive impact on leadership and on the procedures for self-evaluation.

The senior leadership team and governors have a clear and accurate view of the school's strengths and weaknesses. Governors are hard working, committed to the school, and are focused on achieving excellence. They provide a good balance of challenge and support and act productively as critical friends. They are increasingly involved in departmental reviews. Despite the inadequacies of the temporary classrooms installed in 1953, the school makes effective use of its accommodation and resources.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us so warmly when we visited your school. We thought you would like to know what we liked about your school and how we thought it could get even better.

What we liked about your school

You, and your parents and carers are right in thinking that you go to a good school

The standard of your work is good and is continuing to improve

Your teachers and teaching assistants work very hard to make sure that you all get the right sort of help you need to help you learn

You show excellent attitudes to your work and make good progress in lessons.

You enjoy coming to school

Your behaviour is excellent. You work and play nicely with your friends and speak very politely to your teachers and visitors

You enjoy taking part in the wide range of lunchtime and after school activities.

You are well cared for and feel safe

Your headteacher and staff run the school extremely well

What we have asked your school to do now to make it even better

Make sure that all subjects are led as well as science, mathematics and English

Compare the teaching in your school with that in other schools