



Pendock CofE Primary School

Inspection Report

Unique Reference Number 116838
Local Authority Worcestershire
Inspection number 290654
Inspection date 18 January 2007
Reporting inspector Alexander Paul Baxter

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

Type of school	Primary	S I	ess	Pendock
S I	Voluntary controlled			S on
Age range of pupils	4-11			Gloucester GL19 3PW
Gender of pupils	Mixed	Telep	number	01531 650298
Number on r	31	Fax number		01531 650298

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This very small primary school accepts pupils from the local and surrounding villages. A below average number of pupils are entitled to free school meals. The proportion of pupils with learning difficulties and disabilities is well above average, but the number with a statement of special educational need is below average. Pupil mobility and the proportion of pupils with learning difficulties can have a significant impact in some year groups. The proportions of pupils from minority ethnic groups and who have English as a second language are below average. Children's attainment on entry varies, but is mostly below the level expected for their age. A new headteacher began her permanent duties this term.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is an improving school which provides a satisfactory quality of education for its pupils. It has a justified reputation for nurturing the pupils' good personal development and well-being. This is underpinned by a warm, caring Christian ethos and reflects the good care, support and guidance provided

What the school should do to improve further

- Raise pupils' achievement and standards in writing, particularly sentence writing in Years 1 and 2, and imaginative writing in Years 3 to 6.
- Improve pupils' investigative skills in science and their problem solving skills in mathematics.
- Strengthen procedures for tracking pupils' progress, so that self-evaluation is based on a better understanding of how well pupils are doing and what needs to be done to improve.

Achievement and standards

Grade: 3

Standards are average at the end of Year 6 and achievement is satisfactory, including for pupils who have learning difficulties or disabilities. A very small and varying number of children are admitted,

healthy, safe lifestyles. They participate enthusiastically in a range of sports and know well how much their health benefits. One boy enthused, 'We may be small, but we know how to compete.' Pupils contribute well to the community, for example, through their involvement with the local 'Welcome Club' and support of worldwide charities.' Pupils develop good environmental awareness from their 'Eco-team' activities. Their broadly average literacy and numeracy skills equip them satisfactorily for the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teachers and their assistants use questioning well to make good links with previous work and share learning objectives with the pupils. This is encouraging pupils to take more responsibility for their own learning. This was seen in a literacy lesson in Year 6 when pupils discussed whether children are becoming 'couch-potatoes'. In all classes, teaching is typified by warm relationships, good management of pupils' behaviour and increasing expectations of what pupils should be achieving. An emphasis, for example, on extending pupils' writing skills, often using information and ICT, is having a positive effect. There is now a greater emphasis on skills development in some of the teaching but this is not yet fully established. Lesson planning is detailed and mostly focuses on practical activities, which engage pupils' interest well, making 'salt dough' in Reception, for example. Teachers are improving how they assess pupils' work and meet their needs. Methods are not always sufficiently accurate, especially in mixed aged classes, and occasionally too much is expected and pupils lose interest.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It is enriched by good accommodation and by a good range of well attended clubs and activities, which impact supportively on pupils' personal qualities. Children in Reception also benefit from a good range of indoor and outdoor learning opportunities. There is a strong emphasis on physical education, recognised through the school's 'Active Mark' and 'Healthy Schools Award'. There are daily literacy and numeracy lessons, but there are not enough opportunities to extend skills learnt in other subjects. Similarly there are not enough opportunities across the curriculum to develop pupils' relatively weaker investigative and problem solving skills, although work in ICT has been strengthened considerably recently and is starting to improve these skills. Learning opportunities have also been enhanced through better curricular planning, with the introduction of learning targets and the provision of a greater range of activities to meet pupils' needs.

Care, guidance and support

Grade: 2

The school provides good care, support and guidance. The pupils' excellent behaviour and wholehearted participation in school and community activities reflect this. Teachers and their assistants safeguard the well-being of individual pupils diligently. They follow clear policies and procedures and work very closely with parents. Pupils and their parents welcome this. One parent commented, 'I especially like their friendly approach, which always puts me at ease. No problem is ever too big or small.' Consequently, links with parents are particularly helpful. Good links with other agencies also assist in meeting the needs of pupils with learning difficulties.

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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
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Overall effectiveness

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me when I visited your school. I enjoyed my time with you, talking with you and watching you learn. You were very helpful to the inspection. I agree with you and your parents that yours is an improving school.

These are the main things I found out about your school:

- It is a satisfactory school. The headteacher, staff and governors are supporting each other more closely and work well with your parents to make it even better.
- Your behaviour is outstanding and you are well cared for.
- You are making steady progress and meet the standards expected by the time you leave the school.
- You enjoy school and attend well. You have a good understanding of how to keep healthy and stay safe.
- The quality of teaching is satisfactory, but it is improving and many of you are learning more effectively.

To help your school to improve further I have asked the headteacher and staff to help you improve your writing and how you work things out in mathematics and science. This is because some of you in Class 1 need to learn to write more meaningful sentences and those of you in other classes need to improve your imaginative writing. Some of you also need to learn how to investigate in science and to solve problems in mathematics. I have also asked that the school improves the ways in which it checks up on your progress.

I want you to keep working hard and to keep helping each other.

Thank you once again and good luck in the future.