

Pendock CofE Primary School

Inspection report

Unique Reference Number	116838
Local Authority	Worcestershire
Inspection number	338904
Inspection dates	13–14 July 2010
Reporting inspector	Anna Coyle

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	32
Appropriate authority	The governing body
Chair	Mrs Gwyneth Williams
Headteacher	Mrs Sally Lyndon-Chance
Date of previous school inspection	18 January 2007
School address	School Lane Pendock Gloucester
Telephone number	01531 650298
Fax number	01531 650298
Email address	office@pendockpri.worcs.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by an additional inspector. The inspector visited 10 lessons and observed two teachers. Meetings were held with the headteacher, staff, members of the governing body, groups of pupils and parents and carers. The inspector observed the school's work and looked at a range of documents including tracking information about pupils' progress, the school development plan, monitoring reports and pupils' workbooks. The inspection questionnaires were analysed, including 20 from parents and carers, 10 from members of staff and 16 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the teaching of writing provides the most-able pupils with enough challenging activities
- whether teachers track pupils' progress effectively and use the information to help them plan their lessons
- the effectiveness of the governing body in checking the school's performance and provision.

Information about the school

This very small rural school is situated in the village of Pendock and almost all pupils are White British. A very small proportion of pupils come from minority ethnic backgrounds and all speak English. An above average proportion of pupils has special educational needs and/or disabilities which include profound and multiple difficulties, behavioural, emotional and social difficulties and speech and language needs. The school has gained a number of awards including the Activemark and Healthy Schools status. It runs a daily breakfast club which is managed by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a happy school which provides a good education for its pupils within a warm, welcoming and very friendly environment. The provision for the care, guidance and support of pupils is outstanding and everyone is valued equally within an inclusive ethos. Attainment varies year-on-year due to the very small numbers of pupils in each year group and their individual needs. Even so, pupils make good progress and achieve well from their starting points so that standards are broadly average by Year 6, although there are inconsistencies in pupils' handwriting and spelling. The most able pupils are sufficiently challenged to ensure they achieve well and those with special educational needs and/or disabilities usually make good progress because they are so well supported by staff.

Behaviour is outstanding and pupils are keen to learn, showing great interest in their learning. They feel safe in school and have a clear understanding of how to live healthy lifestyles. Pupils attend school regularly and make good contributions to the school community through the school council and eco team. Spiritual, moral, social and cultural development is good overall, although there are few links with the wider world to help pupils extend their knowledge of different cultures in the United Kingdom and overseas. Nevertheless, they enjoy taking part in the wide range of extra-curricular activities provided which have recently included their participation in the 'Voices and Visions' project at the Malvern Theatre.

The quality of teaching is good. The school's good curriculum includes valuable opportunities for pupils to learn a modern foreign language, and is being developed to provide creative links between subjects and more opportunities for pupils to use their literacy skills. Assessment is used well to help teachers plan their lessons and pupils have clear targets which they know well. Excellent links with parents and carers and outstanding partnerships with external agencies benefit pupils' learning considerably.

The school has developed well since its last inspection under the good leadership of the headteacher who has a clear vision for the future. This has resulted in an increased focus on pupils' investigative skills and better procedures for tracking progress. Writing is still an area upon which the school is rightly focusing in order to raise standards further. The governing body fulfils its statutory duties but its strategic role is not fully developed and does not include sufficient involvement in school development planning. Self-evaluation is accurate and there is a good track record of improvements since the last inspection. This indicates that the school has good capacity to continue to improve.

What does the school need to do to improve further?

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- Accelerate progress and raise standards in writing by:
 - improving pupils' spelling and handwriting
 - extending the opportunities for pupils to transfer their literacy skills across the curriculum.
- Strengthen the governance of the school by:
 - developing the governing body's strategic role and ensuring that it has greater involvement in school development planning
- Develop pupils' knowledge of the wider world by:
 - providing more opportunities for them to learn about the multi-cultural aspects of modern society in the United Kingdom and abroad.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well from their starting points because their excellent behaviour and positive attitudes to learning contribute significantly to the good progress that they make. They listen well to their teachers and to each other, and they are very keen to participate actively in lessons and other activities. Pupils' work in lessons and in their books shows that, currently, they attain standards that are broadly average in Year 6. Historically, attainment has been above average in some year groups by the time pupils leave. Standards in writing are variable, however, especially in spelling and handwriting. The school is tackling these aspects of learning through a greater focus on pupils' literacy skills across the curriculum, daily reading gym and phonic activities. Pupils who need extra help with their learning make good progress because they benefit from well-planned support. The most able girls and boys make similarly good progress because they are generally set work that challenges them well.

Pupils' understanding of the spiritual, moral, social and cultural aspects of life is good overall, but their awareness of the cultural diversity of modern society and contribution to the wider world are limited. Nevertheless, pupils are very courteous and respectful to each other and to adults. They know right from wrong and play well together at break times. They look after each other and make sure that if anyone goes to the 'Friendship Stop' in the playground they are quickly asked to join in with others. Pupils say that they feel safe and know how to live healthily by eating well and taking plenty of exercise such as when playing sports, dancing and swimming. Most attend regularly and say that there is no bullying and, if they 'fall out' with someone, they know to whom they should go if they are worried. Pupils make good contributions to the school community by taking on responsibilities as members of the school council, play leaders and the eco team. They enjoy raising funds for charities such as Children in Need, and particularly enjoyed 'Bring a Bear Day' and 'Cake Day' when they raised good amounts and increased their enterprise skills well.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers know their pupils exceedingly well. The excellent caring and highly supportive relationships that they have with them help to motivate pupils to try hard and do their best. Good teaching is a strong feature of the school in which a calm approach, excellent teamwork and frequent celebrations of pupils' successes have a significant effect on pupils' behaviour and their keen interest in learning. Lessons usually proceed at a brisk speed although the pace slows occasionally when pupils sit on the floor for too long or time is lost between activities. Teaching is outstanding when teachers' very high expectations and excellent rapport with pupils inspire them and capture their interest; for example, when Class 2 learned new vocabulary in Spanish through exciting practical activities. Similarly, teachers' excellent questioning is sharply focused so that it draws out thoughtful responses from pupils, as when pupils in Class 1 talked about the story of 'Little Red Hen' before they began to write their own traditional-style tales. Pupils are well motivated by the way in which the good curriculum is being made increasingly interesting and relevant through the imaginative links forged between different subjects. They embrace the opportunities that they have to sample European languages such as French and Spanish, as well as enjoyable 'Forest School' activities. A great many join the wide range of after-school clubs on offer and the daily breakfast club which contribute strongly to pupils' enjoyment of school.

The school has improved its use of tracking procedures so that, currently, the good use

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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of assessment and clear achievable targets enable staff to plan carefully and provide plenty of challenging activities for pupils. The quality of marking is mainly good and indicates precisely what pupils need to do to improve their work, although teachers' modelling of spelling and presentation is inconsistent on occasions. Teaching assistants are well deployed to support pupils who need extra help and guidance in lessons and they make a valuable contribution to pupils' learning and help prepare them well for the next stage of their education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school is well led and managed by the headteacher who has a strong sense of ambition and commitment. She is well thought of by many parents and carers who feel that she is approachable and supportive. Because the school is so small, the headteacher manages most subjects of the curriculum but she has developed a shared leadership with the staff, who support her well. The monitoring of teaching and learning and the processes for self-evaluation are well established and effective. The school promotes community cohesion well. Excellent links with parents and carers, and very strong partnerships with external agencies, the local church and neighbouring schools benefit pupils' learning well. However, there are limited opportunities to enhance pupils' understanding of the wider world across the United Kingdom or internationally.

Safeguarding procedures are effective and good attention is paid to pupils' safety and equality of opportunity. The governing body fulfils its statutory duties appropriately and provides satisfactory support to the school although it is not sufficiently proactive in strategic planning. Even so, most governors are regular visitors to the school and take their responsibilities seriously. They are keen to develop their roles further. The school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

From starting points that are sometimes typical for age, although often below expected in some years, children settle quickly and make good progress. In very small cohorts, children attain most of the expected early learning goals by time they begin Year 1 but some do not because they have special educational needs and/or disabilities, and writing skills are often weak on entry. Children enjoy activities indoors and outside because they are given plenty of things to choose from and lots of colourful resources. Teaching is good and, sometimes, outstanding. Adults are calm, kind and very caring. They work well together as an excellent team to support the children and take very good care of them, guarding their welfare and safety well. Children behave sensibly when playing and follow instructions carefully. They learn how to read, write and count through a wide range of free-choice and adult-led activities based on stories and songs such as 'Five Little Speckled Frogs'. As a result, children become independent and they communicate cheerily when finding out about shopping, excitedly identifying the items they will need such as a 'purse', 'handbag' and 'lots of money!' They know how to take care of themselves and stay safe, and most children understand that eating healthy food is good for them, but fizzy drinks and sweets are not.

The school's highly inclusive ethos means that all children are valued equally as unique individuals, including those with specific and multiple learning needs. Good leadership and management ensure that planning is guided effectively by assessment of children's prior experiences. The outdoor space is limited with no immediate access to a climbing frame or wheeled toys for children to use freely, but the school intends to rectify this situation by extending and re-designing its provision. In the meantime, staff make good use of the hall and all the available play space to promote children's physical and creative skills through organised play.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents and carers are pleased with the education provided for their children. Many feel that the school provides a happy, stimulating and welcoming environment; that it is well led by an approachable headteacher and has caring members of staff who look after the children well. A very small number of parents and carers commented on the behaviour and safety of pupils and would like more support with their children's learning. The inspector agrees with all of the above positive comments and confirms that there is excellent communication between parents and carers and the school. Behaviour is outstanding overall and the procedures for ensuring pupils' safety are good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pendock CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 20 completed questionnaires by the end of the on-site inspection. In total, there are 32 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	100	0	0	0	0	0	0
The school keeps my child safe	19	95	0	0	1	5	0	0
The school informs me about my child's progress	18	90	2	10	0	0	0	0
My child is making enough progress at this school	18	90	2	10	0	0	0	0
The teaching is good at this school	19	95	1	5	0	0	0	0
The school helps me to support my child's learning	17	85	3	15	0	0	0	0
The school helps my child to have a healthy lifestyle	20	100	0	0	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	90	1	5	0	0	0	0
The school meets my child's particular needs	19	95	1	5	0	0	0	0
The school deals effectively with unacceptable behaviour	18	90	1	5	0	0	1	5
The school takes account of my suggestions and concerns	17	85	3	15	0	0	0	0
The school is led and managed effectively	18	90	2	10	0	0	0	0
Overall, I am happy with my child's experience at this school	19	95	1	5	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 July 2010

Dear Pupils

Inspection of Pendock CofE Primary School, Gloucester, GL19 3PW

Thank you for being so friendly and welcoming when I came to visit your school. You told me that you thought Pendock is a good school, and I agree. I was delighted to see such excellent behaviour and discover how well you all get on together. You concentrate hard in lessons and your teachers make learning interesting and fun.

The children in Reception get off to a good start. Those of you in Years 1 to 6 make good progress so that you reach the standards that are expected for your age and abilities. I have asked the school to help you improve your writing, especially spelling and handwriting, and to encourage you to use your literacy skills in other subjects of the curriculum. I was impressed by the way in which the school's focus on foreign languages has helped to broaden your knowledge, and I have asked the teachers to help you to understand more about the different cultures in the world.

Staff take exceptionally good care of you, and that is a key reason why you told me that you enjoy learning and are happy at school. The teachers and teaching assistants who look after you are very calm and they make sure that you are kept safe when you are at school. The headteacher is doing a good job of leading and managing the school. She works really well with the staff to make sure that the school runs smoothly. I have asked the governors to give her more help so that they can all work together to plan what to do to improve the school in the future. You can help too by making sure that you learn your spellings and try to keep your handwriting neat and tidy.

Yours sincerely

Anna Coyle

Dr Anna Coyle

Lead inspector

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