

Pembridge CofE Primary School

Inspection report

Unique Reference Number	116906
Local Authority	Herefordshire
Inspection number	338920
Inspection dates	10–11 May 2010
Reporting inspector	Michael Farrell

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	David Griffith
Headteacher	Kerri Finney
Date of previous school inspection	12 December 2006
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Introduction

This inspection was carried out by two additional inspectors. An assembly and nine lessons were observed; five teachers were seen; and meetings were held with parents, governors, groups of pupils, and staff. Inspectors observed the school's work, and looked at policies, school planning documents, and lesson plans and scrutinised 35 parental questionnaires.

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

- how well the school tracks the progress of pupils in each key stage and intervenes as necessary
- the level of pupils' future economic well-being and how effective the school is in promoting this and attendance
- the quality of the school's self-evaluation.

Information about the school

This is a smaller-than-average rural school serving the village of Pembridge and surrounding hamlets. All pupils are of British white origin. The proportion of pupils with special educational needs and/or disabilities and the percentage of pupils known to be eligible for free school meals are lower than average. A new headteacher, formerly the deputy headteacher, was appointed in March 2010 as part of a new management team structure. During the two years prior to the inspection, the school building has been extended and refurbished. Among its awards, the school has a Challenge Award (2008) and an Active Mark (2009). The school is organised into four classes: one for pupils in Years 5 and 6; another for pupils in Years 3 and 4; and the other two classes having flexible arrangements for teaching pupils in Reception, Year 1 and Year 2.

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

Pembridge School offers good provision. Some aspects of the school's work are excellent. The school is well led, parents are kept excellently informed and the school listens to them and responds openly. The school tracks pupils' progress well so it provides extra support effectively so they reach challenging targets. The governing body and staff work as an effective team; the well-informed governors challenge and support the school in equal measure. Community cohesion is good and especially strong with regard to the school as a community but is not as rigorously monitored and evaluated as it could be.

This strong leadership lays the ground for comprehensively good provision. Good teaching and assessment are typified by excellent relationships between pupils and staff, engaging activities, close teamwork between teachers and teaching assistants, and careful record-keeping. Just occasionally, the pace of parts of lessons is sometimes too slow and skill development does not always have a very sharp focus, slowing pupils' progress in lessons where this is the case. The well-developed curriculum responds effectively to different pupils' needs, offering a rich variety of interesting activities, which pupils greatly enjoy. Good care, guidance and support leads to pupils' good personal development and supports their progress. Care is especially strong and supported by an excellent ethos in which staff are models of kind and courteous behaviour and convey to pupils that they, the children, are greatly valued. Pupils are effectively guided and supported in transition periods such as first starting school.

Spiritual, moral, social and cultural development is outstanding because of the high priority the school places on it and because of the open and welcoming ethos. Pupils' behaviour is exemplary because staff expect the best and pupils respond with great trust in the warm and respectful environment. Attendance is above average because the school encourages it well through reward systems, and makes a positive contribution to pupils' preparation for their future lives. Pupils in all phases including the Early Years Foundation Stage make good progress, enjoy their schooling and achieve well so that their attainment is above national averages. All pupils, including those with special educational needs and/or disabilities make good progress because the school successfully responds to individual requirements. Pupils reach challenging targets. In the well led and managed Early Years Foundation Stage the good care and guidance, lively teaching and a rich and varied curriculum produce good progress, high levels of enjoyment and excellent behaviour. Good outcomes have been maintained and aspects such as links with parents improved at a time of considerable disruption because of building work. The school evaluates itself accurately through careful audits and reviews although a few of its judgements were too modest. This good self-evaluation and

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sustained good outcomes along with a commitment to do even better secures the school's good capacity to continue to improve.

What does the school need to do to improve further?

- Improve teaching from good to outstanding by ensuring the introductions to all lessons are succinct and lessons sharply focus on the skills pupils are to learn.
- Improve the monitoring of planning for community cohesion.

Outcomes for individuals and groups of pupils

2

The attainment on entry of children entering Reception varies in different aspects of development but overall is above the levels expected for their age. Pupils make good progress throughout the school and leave at the end of Key Stage 2 with standards above national levels. Pupils' progress in English over past years has been more variable than that for mathematics and science but more recently the school has successfully focused on English, making progress more secure. The school's most recent data and pupils' work indicate pupils are making good progress. Boys and girls and pupils of different levels of ability all make good progress. Pupils with particular talents have these developed well including through links with other schools and through visiting specialist teachers. Pupils know and achieve their learning targets, which are suitably challenging and support pupils' good progress. In a good mathematics lesson for younger pupils involving family budgets in different countries, pupils' progress was good because they behaved excellently and tried very hard, the relationships between teacher and pupils were very positive, the activity captured pupils' interest, and pupils understood what they were learning. In a good religious education lesson for older pupils, the activity of comparing the ecological aspects of different churches engaged pupils well and the warm relationships, outstanding pupil behaviour and well structured teaching secured good progress.

Pupils are courteous, kind and take great care of each other. They enjoy school a good deal and can quickly explain the activities they particularly like. They feel safe because there is a warm and supportive ethos, secure procedures are in place and there is always someone they can talk to. Pupils know about healthy eating, enjoy physical activities and are increasingly aware how to handle their emotions. They contribute very well to the community, particularly their school as a community and have great pride in it. Pupils' develop good skills for their future lives through their good progress in literacy, numeracy and information and communications technology and through many opportunities to learn about adult work. Because pupils are valued they feel confident to express their views independently.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Good teaching and effective use of assessment leads to pupils' good progress. Among common strengths of lessons are very strong relationships between children and staff, the excellent ethos, and good staff team working. Assessment informs planning well because teachers take great care to record pupils' progress, and marking is perceptive, showing pupils what to do to improve. However, just occasionally, explanations at the beginning of lessons are a little too long and not clear enough for pupils to understand precisely the skills they are going to learn.

The well-considered curriculum meets the needs of pupils well, contributing considerably to their enjoyment of school and to their excellent personal and social development. Care is taken that activities are interesting, relevant and useful so that pupils are very well motivated. The activities are skilfully adapted to the different ages and ability levels. The flexible grouping of pupils in Reception, Year 1 and Year 2 works well and is carefully monitored to help ensure pupils are making enough progress. The curriculum is supplemented well by a good range of after-school clubs and activities such as sports clubs, and by trips out of school and visitors to the school which enhance pupils' learning. Links between different subjects are well-developed helping the coherence and effectiveness of the curriculum. The school is correctly reviewing curriculum planning to ensure lessons always focus enough on pupils' skills.

The good care, guidance and support with particular strengths in care ensures pupils feel highly regarded and that they greatly trust staff. Rare occasions when behaviour is not at its best are managed very well. The strong Christian ethos of spirituality, warmth and caring is a strength. Parents value the school enormously and recognise how well

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children are supported including during periods of transition such as entering school. Support for vulnerable pupils is strong because the school knows individuals very well and works with families and other partners to seek the best for each child.

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	2

How effective are leadership and management?

The school's leadership embed ambition well by encouraging and motivating staff so teaching and assessment is good and staff are committed to ensuring pupils achieve their best. All policies and procedures for safeguarding are robust and kept under regular review. Equality of opportunity is promoted strongly so that no groups fall behind and there is no evidence of discrimination. Governors are thorough in their oversight of the school drawing on considerable expertise in supporting and constructively challenging the leadership. The school takes every opportunity to harness the support and views of parents in promoting pupils' well being, as in the very well judged consultation about school uniform. Good partnership with others including other schools and agencies such as the schools psychological service help ensure pupils are supported well. Because the school is a centre of village life, community cohesion is especially strong locally and leads to pupils' good contribution to the community. It is strong internationally and the school has links with schools in other countries and children are very knowledgeable about other cultures. It is not as strong nationally and the school intends to intensify its monitoring and evaluation to improve this aspect The school uses resources with foresight and care leading to good pupil outcomes. Leaders and managers have responded positively to a period of considerable change and disruption brought about by building work over the past two years and have maintained standards and improved links with parents. This coupled with the staff commitment to strive to do even better gives the school a good capacity to improve further.

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	2

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The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
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

Standards for pupils entering Reception are stronger in communication than in problem solving and calculating but overall are above average. As they progress through this stage, pupils make good progress and achieve well. Good leadership and management ensures a warm and welcoming ethos and the organisation which enable Reception pupils to be taught for part of the time with Year 1 pupils encourages their progress and development well. Children grow in confidence and independence, and feel safe and secure because they trust adults and are quick to help and care for one another. Well-organised teaching provides stimulating and enjoyable activities. Assessments are carefully recorded and used well for subsequent planning so children experience a good range of activities across their areas of learning. Social and personal skills are especially well promoted so children learn and play together very happily. The comparatively new Early Years Foundation Stage teacher has worked extremely hard after the completion of building work to reinstate the outdoor play area and develop plans to ensure its optimum use. However, the school recognises that the benefits of this have yet to become fully embedded.

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

Around half of parents returned questionnaires. Parents who spoke to inspectors and the overwhelming majority of those completing questionnaires are positive about all the school offers. There is particularly strong agreement that the school is well led and

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managed and that parents and their children are happy with the experience of the school. Typical of the appreciative comments are, 'I think the school is exceptional in the way it addresses each child as an individual,' and 'I feel lucky to be able to send my child to such a lovely school.' Inspectors agree with parents' very positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pembridge 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 inspection team received 32 completed questionnaires by the end of the on-site inspection. In total, there are 88 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	69	10	31	0	0	0	0
The school keeps my child safe	20	63	11	34	0	0	0	0
The school informs me about my child's progress	20	63	11	34	0	0	0	0
My child is making enough progress at this school	14	44	18	56	0	0	0	0
The teaching is good at this school	19	59	13	41	0	0	0	0
The school helps me to support my child's learning	17	53	14	44	0	0	0	0
The school helps my child to have a healthy lifestyle	18	56	14	44	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)	14	44	13	41	1	3	0	0
The school meets my child's particular needs	14	44	16	50	1	3	0	0
The school deals effectively with unacceptable behaviour	11	34	19	59	0	0	0	0
The school takes account of my suggestions and concerns	16	50	15	47	0	0	0	0
The school is led and managed effectively	23	72	9	28	0	0	0	0
Overall, I am happy with my child's experience at this school	23	72	9	28	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.



12 May 2010

Dear Pupils

Inspection of Pembridge CofE Primary School, Pembridge, HR6 9EA

It was lovely to meet you when my colleague and I inspected your school recently. Thank you for talking to us and telling us about what you thought of the school and all the activities you enjoyed such as art, sports and learning in general. We found many good and some excellent things. The school is well led and managed, and the teaching, the curriculum and the way staff care for and guide you are all good. You work hard and make good progress in your learning and development. Your behaviour is excellent and we were struck by how kind and thoughtful you are to others. You understand other cultures and religions very well. Links with your families are excellent.

There are two things the school could do even better so I have asked the staff to:

Improve teaching from good to outstanding by ensuring the introductions to all lessons are succinct and lessons are sharply focused on the skill pupils are to learn

More closely monitor planning for community understanding.

I am very confident you will respond to these improvements and make the best of them.

With every good wish for your future.

Yours sincerely

Michael Farrell

Lead inspector

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