

Pucklechurch CofE VC Primary School

Castle Road, Pucklechurch, Bristol, South Gloucestershire BS16 9RF

Inspection dates

16–17 May 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Pupils' outcomes have improved since the last inspection and are now good. Where attainment was previously low, such as in writing, current progress shows significant improvement.
- The headteacher has played a key role in raising standards and improving the quality of teaching. His focus on the development of effective assessment systems has been central to the improvements in pupils' outcomes.
- Governors have a detailed understanding of both the school's strengths and areas for improvement. They have challenged leaders to raise pupils' outcomes, particularly in writing, and this has led to significant improvement.
- Teachers have high expectations of what pupils can achieve, and make good use of additional adults to accelerate pupils' learning. This is particularly the case with boys and the most able pupils.
- Teachers have benefited from high-quality training and being able to work in partnership with colleagues in this and in other schools. Initiatives that have been implemented in reading, writing and mathematics have had a direct impact on improving the quality of teaching across the school.
- Pupils are well behaved, confident and self-assured. The school values, strong sense of purpose and togetherness support this.
- Pupils talk positively about the school and feel safe. They thrive on the positions of responsibility they are given and show real resilience in their learning.
- Children in the early years make good progress and are generally well prepared for their move to Year 1. However, children are not given enough opportunities to extend their social, emotional and physical skills out of doors.
- Despite the improvements seen in both writing and mathematics, there are not enough opportunities in the curriculum for all pupils to apply their reading, writing and mathematical skills across a wider range of subjects.
- Some teachers do not ensure that assessment is used effectively enough to move pupils on in their learning to more challenging activities.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by:
 - ensuring that all teachers use assessment effectively to move pupils on in their learning
 - developing outdoor provision in the early years so that children are given more opportunities to use their own interests and experiences to extend their social, emotional and physical skills.
- Deepen and enrich the wider curriculum by broadening opportunities for pupils, including those in the early years, to apply their reading, writing and mathematical skills across different subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and governors have been instrumental in improving outcomes for pupils. Since the previous inspection, and following the disappointing outcomes for pupils at the end of key stage 2 in writing in 2016, they have worked hard to improve the quality of teaching and learning. The headteacher has shown strong leadership in implementing a range of changes to tackle these weaknesses. One of these changes can be seen in the way that assessment systems have been developed so that they are understood by pupils, teachers and parents. The direct actions of leaders and relentless scrutiny of teaching and learning have had a clear impact on improving standards.
- Leaders and governors have an accurate view of the school's strengths. They work together closely to focus on school improvement and ensure that their actions are monitored rigorously. This focus on key areas, such as reading and writing, has had a direct impact on improving outcomes since the last inspection.
- Leaders and governors are very proud of the school and ensure that everyone works closely as a team. Leaders have focused on the way that reading, writing and mathematics are taught and combined this with high-quality professional development. Together with the support of the local authority, this has been effective in securing improvements in teaching and learning and in raising pupils' achievements over time.
- Senior and middle leaders, some of them new to post, have high expectations. They share a commitment to improving outcomes for pupils in their relevant subjects. Leaders make good use of detailed action plans and evaluate regularly the impact that they have on pupils' outcomes. This focus has had a direct impact on raising standards. A scrutiny of pupils' books, including those of pupils who are disadvantaged, alongside the school's assessment information for current pupils, shows that the vast majority of pupils currently on roll make good progress.
- Pupil premium funding is used effectively to ensure that the vast majority of disadvantaged pupils make good progress. Leaders have a thorough understanding of the needs of individual pupils and there is a robust plan in place. Work planned for them meets their individual needs well.
- Leaders use the sport premium effectively. Funding has been used to develop the provision for all pupils, particularly so for the most able girls who have more opportunities to compete in events. Funding has increased levels of participation for all groups of pupils and provides greater access to competitive experiences in and outside of school. Healthy lifestyles are promoted well through daily activities, such as giving all pupils access to exercise at the start of each day. Through involvement with a local sports partnership, leaders have also improved the quality of teaching and learning in physical education and improved outcomes for pupils.
- Additional funding for pupils who have special educational needs and/or disabilities is used well. Their needs are carefully planned for and they are making more rapid progress.
- Leaders and teachers have developed a broad and balanced curriculum which reflects the ethos of the school. Pupils' learning is enhanced, in particular through the study of

a range of stimulating texts. Although leaders have focused on raising standards in reading, writing and mathematics, opportunities for pupils to apply these skills across the curriculum are not as well developed as they could be.

- The school prepares pupils well for life in modern Britain. Members of the pupil council known as the 'diversity crew' met with inspectors and talked confidently about their understanding of British values. Pupils talked confidently about democracy, respect and tolerance of different faiths and beliefs. Pupils were also keen to discuss the wide variety of displays around the school which have impacted well on their social, moral, spiritual and cultural development.
- The vast majority of parents who responded to the online survey 'Parent View' reported that they would recommend the school. One parent summed up the views of many by explaining that 'Pucklechurch is a fantastic school, which encourages academic and pastoral progress whilst supporting the children's social well-being.'

Governance of the school

- The governing body, ably led by the chair of governors, has played a key role in improving outcomes for pupils since the previous inspection. Governors have focused their actions on what needs to be improved and held leaders to account to ensure that this has happened. This is particularly the case with improvements to the quality of teaching and learning and in recent improved outcomes for writing.
- Governor induction, training and succession planning ensures that individuals are able to take to their roles quickly. In particular, new governors have a clear insight into the strengths and areas for improvement of the school. They talk accurately about the impact that their actions have had. Governors come from a variety of professional backgrounds and this further enhances the impact that they are able to have. As one governor stated, 'The training that I have received together with the comprehensive induction plan has empowered me to undertake my role.'
- Governors analyse assessment information and spending plans carefully. Information is used to ask leaders challenging questions about their work and the impact that it is having on pupils' achievements. This has resulted in improved outcomes for all pupils and increased rates of progress, particularly for boys and for writing in general.
- Governors have an accurate picture of the current attainment of all groups of pupils across the school, particularly boys and those who are disadvantaged, and hold teachers to account. There is clear evidence that, following detailed scrutiny of pupils' progress, they are not afraid to challenge leaders. This level of challenge has ensured that outcomes have improved since the previous inspection.
- Governors see themselves as part of the whole-school team. They regularly visit the school and use this opportunity to review the impact of their actions, talk to children and monitor standards. This ensures that they have a very accurate view of the current standards and outcomes for all pupils.
- Governors ensure that the school's performance management systems are robust and that pay awards are appropriately reviewed.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a culture of safeguarding within the school. This culture ensures that staff are fully aware of the latest national guidance and know the actions that they must take if they have any concerns about a child.
- Safeguarding governors have benefited from training and play a key role as part of a 'safeguarding team'. This enables them to robustly carry out their responsibilities in monitoring how the school keeps children safe.
- Pupils and parents say the school is a safe and happy place. Pupils report how well teachers and additional adults across the school support them.

Quality of teaching, learning and assessment

Good

- Teaching, learning and assessment have improved since the previous inspection. In particular, weaknesses in the teaching of writing have been rectified and are improving rapidly. This is because of the greater focus which has been placed on the new way that teachers assess pupils' progress. This is clearly understood by teachers, who provide higher levels of challenge for the most able pupils.
- Teachers use the new assessment system to effectively track the progress that pupils are making. After discussions with the pupil concerned, they devise new actions for any pupils that may be falling behind, or pupils who are ready to move on to more challenging activities. This ensures that all groups of pupils make good progress.
- Teachers have high expectations and carefully deploy well-trained and highly motivated additional adults in the classroom to all groups of pupils, particularly those who are disadvantaged, so that they make strong progress. This is because they challenge pupils to deepen their understanding.
- Teachers and pupils make good use of opportunities to practise, develop and deepen their learning. Pupils say that they like the different levels of challenge they are given in each subject and enjoy moving on rapidly to more challenging tasks. This accelerates the progress they make and deepens their understanding. Nevertheless, this is not a consistent feature in all classes. This is because teachers do not always use their assessment of pupils' progress quickly enough to move them on in their learning.
- The teaching of reading across the school is good. Effective teaching of phonics begins in the early years and continues through key stage 1. The new approach that the school has implemented in reading enables teachers to develop and extend pupils' understanding of different texts and teach more advanced reading skills. The use of challenging texts is also having a direct impact on pupils' writing and use of grammar, punctuation and spelling. At both key stages, this enables them to read with confidence and fluency.
- Teachers have benefited from professional development to improve the way that they teach writing, grammar, punctuation and spelling, and mathematics. Teachers' knowledge is good because of this training, particularly in the use of grammar, and so pupils' understanding in this area is strong. Good use is also made of local networks to

moderate assessments and share best practice.

- Good relationships between teachers and pupils are evident across the school. This results in high levels of engagement and a shared sense of purpose that everyone can achieve. The promotion of the importance of resilience as a learner is a particular strength.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and self-assured. They are able to carry out roles of special responsibility in school, such as leading worship or being an integral part of both pupil councils, known to the pupils as the 'diversity crew' and 'sports crew'. Pupils take these roles seriously and are actively involved in the running of certain aspects of the school.
- Leaders have created a nurturing culture which is firmly built on the values of the school. These values form the basis for the positive relationships that exist between staff and pupils.
- Leaders work hard to meet the needs of vulnerable learners using the support from outside agencies where necessary. The good teaching of personal, social and health education, in particular, is enhanced through regular opportunities for all children to take part in regular exercise.
- Pupils have a good understanding of the different forms of bullying, including cyber bullying. Bullying is rare and if it does occur, leaders quickly deal with concerns.
- Pupils of all ages have a good understanding of the potential risks when using the internet and use it safely and with confidence. For example, they know the importance of protecting their personal information and know not to agree to meet someone in person who they have met online. They are clear that they must tell an adult if something makes them feel uncomfortable.

Behaviour

- The behaviour of pupils is good.
- Pupils are proud of their school. They take pride in their work and show positive attitudes to learning. They work well together and support each other when they get stuck in lessons. Pupils are not afraid to make mistakes and see this as a valuable part of learning. Nevertheless, a very small minority of pupils do not sustain their attention. This is because some teachers do not recognise quickly enough that pupils are ready to move on to more challenging activities in some subjects and in some classes.
- Pupils generally conduct themselves well around the school. Pupils respond quickly on the rare occasion when they need to be reminded to behave well. High expectations from staff have a positive impact on the way that pupils behave.
- The school has robust systems in place to support and deal effectively with incidents of poor behaviour. The school is also rigorous in following this up, involving parents and

external support when necessary.

- Leaders have worked hard to engage families and improve rates of attendance, particularly for those pupils who have special educational needs and/or disabilities. The strategies used by the school have been effective and attendance is in line with national levels. The attendance of disadvantaged pupils is improving and any differences between their attendance and that of other groups are closing rapidly.

Outcomes for pupils

Good

- Pupils' progress in writing was significantly below average in the 2016 national tests at the end of Year 6. Current pupils' work, in particular the work of boys and the most able pupils, shows that progress in writing has significantly improved during this academic year. There has been a greater emphasis on pupils' grammar, punctuation and spelling. There is also a clearer focus on how the most able pupils are challenged to reach the higher standards by applying their writing to unfamiliar contexts.
- The Year 6 national tests in 2016 highlighted a difference in the progress made by boys and girls in reading, writing and mathematics. The school has successfully tackled the gender differences by introducing topics which interest both boys and girls. Boys have made accelerated progress by enthusiastically engaging in activities which are centred on stimulating texts that encourage them to read.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. Older pupils are challenged by reading more sophisticated texts. The proportion of Year 1 pupils who met the expected standard in phonics in 2016 was above the national figure.
- Across almost all year groups and particularly in writing and mathematics, current pupils make consistently good progress towards meeting or exceeding the expected attainment for their age. They develop secure knowledge, understanding and skills and, because of this, are well prepared for the next stage of their education. However, the progress they make in subjects other than English, mathematics and physical education is not as rapid.
- The rate of progress for current pupils who are disadvantaged or who have special educational needs and/or disabilities is close to that of others with similar starting points. This is because the needs of these pupils are carefully planned for. A detailed review of a selection of disadvantaged pupils' work from across the school demonstrated that they are making more rapid progress and the difference between them and other pupils nationally is diminishing quickly.

Early years provision

Good

- The early years leader has a clear view of both the strengths and weaknesses of the

provision. Assessment information is accurate and used to inform next steps in a child's learning. She ensures that child protection policies are fully implemented and there are no breaches of statutory welfare requirements.

- Adults have high expectations of what the children are able to achieve. They make good use of their knowledge of the children and of their training to ensure that children's needs are met. Adults make good use of their detailed observations of children's progress and this enables the children to make progress towards their end of year goals.
- Children are enthusiastic, motivated and keen to learn. They have enquiring minds and listen carefully to what adults have to say. They behave well in sessions which are directed by adults. When they play and learn together, children are able to listen to each other and take turns.
- Children are able to gain an understanding of risk through different activities. During the inspection, children could describe in detail both safe and unsafe situations. For example, children were able to use a range of equipment to prepare toast for a snack.
- The early years curriculum provides a range of interesting experiences. The provision is well resourced and staff plan activities which meet the needs of the children. However, children are not given enough opportunities to plan and develop their social, emotional and physical skills in the outdoor environment.
- Some inconsistencies exist between boys and girls in reading and speaking and listening. This is being rectified by giving very specific support to a small group of boys who have lower starting points for speaking and listening.
- Children make at least typical progress from their starting points. This includes children who are disadvantaged and those who have special educational needs and/or disabilities. Despite some variations between boys and girls in writing and speaking and listening, the proportion of children achieving a good level of development is above the national figure. Children develop the necessary skills to make a positive start in Year 1.
- Parents hold very positive views about the quality of provision that their children receive. They value the helpful and detailed induction arrangements and the opportunities to take an active role in their children's learning and development. They are kept well informed about their children's progress and teachers encourage parental involvement to support the children's learning at all times.

School details

Unique reference number	109171
Local authority	South Gloucestershire
Inspection number	10033128

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair	Bob Symons
Headteacher	David Forrester
Telephone number	0117 937 2579
Website	www.pucklechurchprimary.org.uk/
Email address	admin@pucklechurchprimary.org.uk
Date of previous inspection	12–13 May 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a smaller than average primary school.
- The proportion of pupils eligible for the pupil premium is below the national average.
- The proportion of pupils from minority ethnic groups is well below the national average. The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils who receive special educational needs support is well below the national average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is above the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at

the end of Year 6.

Information about this inspection

- Inspectors observed learning in each class. Several of these observations were carried out with the headteacher or assistant headteacher.
- Inspectors looked at a wide range of pupils' work throughout the inspection.
- Inspectors held meetings with the headteacher, assistant headteacher, subject leaders, the inclusion leader, four governors (including the chair of the governing body) and a representative from the local authority.
- Inspectors spoke to pupils informally, in class and around the school, at break and lunchtimes to seek their views about the school. Inspectors also met with groups of pupils more formally to discuss many aspects of school life.
- Inspectors also visited after-school clubs.
- An inspector heard a range of pupils from Years 2 and 6 read.
- Inspectors scrutinised the school website and a range of school documents including assessment information, minutes from governors' meetings, the school's own evaluation and safeguarding records.
- Inspectors considered the 64 responses to the online Parent View questionnaire, including free-text comments. They also spoke to a range of parents before school at the beginning of the inspection.

Inspection team

Ben Jordan, lead inspector

Ofsted Inspector

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