

Pensford Primary School

Pensford Hill, Pensford, Bristol, Somerset BS39 4AA

Inspection dates

22–23 March 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	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the previous inspection, the newly appointed headteacher and governors have brought about significant change. They have addressed weaknesses and the quality of teaching and learning has greatly improved. As a result, pupils are making better progress.
- Teachers have high expectations of all pupils. They plan lessons that are mostly matched to individual abilities and enable most pupils to make progress in their learning. Timely feedback to pupils supports further learning.
- Homework activities support teaching. However, the school recognises that pupils' attainment is not yet good enough.
- Governors are now better informed and therefore more effective at holding leaders to account.
- Subject leaders are helping to raise the quality of teaching and learning but the impact on pupils' outcomes is not yet strong enough.
- Pupils' outcomes, although improving, are not yet good because too many pupils have failed to reach expected levels of attainment over time, particularly in mathematics across key stage 2.
- Pupils behave well in lessons and enjoy their learning. They demonstrate respect for everyone's contributions by listening and discussing more widely.
- The school has improved pupils' healthy eating. Pupils are now taking part in many more physical activities during and after school to encourage them to lead a healthy lifestyle.
- Teaching in the early years is strong. Children enjoy their learning and are able to follow their own interests. As a result, they make good progress from their own starting points.
- The changes made to the curriculum ensure that there is a breadth of learning opportunities that extend and encourage pupils to 'have a go'. Nevertheless, some pupils are not aware of world events and the impact they may have on other cultures and communities nationally and globally.
- Parents are positive about the school and would recommend it to others. They recognise that communication has improved, their concerns are dealt with quickly and they feel included in their child's learning.

Full report

What does the school need to do to improve further?

- Leaders and governors should continue to improve pupils' current progress and strengthen their attainment by:
 - ensuring that pupils are confident in using and applying their developing skills and knowledge, particularly in mathematics across key stage 2
 - embedding the improved teaching standards and better use of learning resources by continuing to closely monitor and evaluate their impact on pupils' attainment
 - strengthening and developing the roles and responsibilities of middle leaders.
- Develop pupils' broader knowledge and understanding of the wider world and the cultures, people and communities within it.

Inspection judgements

Effectiveness of leadership and management

Good

- All leaders are ambitious for the school and have high expectations of what pupils can achieve. They have put in place many changes to improve pupils' outcomes; for example, staff training, purchasing resources and pupils' progress tracking systems. However, these improvements have not had sufficient time to become embedded and to provide consistently good outcomes across the school.
- Since the previous inspection, leaders have made significant changes in all areas of the school. They have focused on the right priorities to ensure that the quality of teaching, learning and assessment has improved quickly.
- Through good use of external advice and support, including from the local authority, the school leaders have managed periods of turbulence well. As a result, there is now a sharp focus on developing a strategic approach to long-term priorities and maintaining improvements to secure the overall progress and success of the school.
- The school now has effective systems that monitor, assess and review the progress that pupils make. The special educational needs coordinator (SENCo) works in partnership with the teachers, leaders and parents to provide appropriate support to meet pupils' needs and ensure that progress is being made.
- Leaders and staff have received a breadth of training that has supported them in improving the teaching of subjects across the curriculum. Close monitoring of the impact that this is having confirms that standards are beginning to improve. However, the school is aware that further development of subject leaders' roles and responsibilities is needed. Plans have been put in place to meet these needs.
- School leaders, including governors, have an accurate assessment of the school's current performance. They have a clear vision for the future and are working collaboratively with staff, parents, the local authority and other schools to meet their own ambitious targets for improvement and to move forward at a rapid pace.
- The curriculum is broad and balanced and, as a result, pupils enjoy their learning. Stimulating themes capture pupils' imagination and motivate pupils in gaining a greater depth of knowledge and understanding. Pupils' own interests are captured to enrich the activities planned.
- The additional funding for special educational needs, disadvantaged pupils and the physical education (PE) and sport premium is used increasingly effectively. Leaders have developed a more rigorous tracking process that quickly identifies where pupils have fallen behind. Earlier identification has ensured that leaders are able to adapt provision and provide additional support. As a result, disadvantaged pupils and those who have special educational needs and/or disabilities are making better progress. However, leaders recognise that pockets of weaker achievement remain.
- The school provides a wide variety of opportunities for pupils to take part in sports during and after school. Activities are chosen to enthuse pupils and to challenge them. Pupils are also signposted to other providers outside school to extend their experiences and to foster a sense of enjoying a healthier lifestyle.

- Leaders ensure that pupils have a robust understanding of British values and take opportunities to apply them in daily life. The school council makes democratic decisions that make a positive difference to the school. There is a strong culture of respect, tolerance of others and individual liberty. However, there is currently limited opportunity for pupils to develop their understanding of other cultures and communities. The leaders are addressing this through resources, visits and inter-school opportunities.

Governance of the school

- Despite a period of change since the previous inspection, the governing body has retained its focus on school improvement. Governors show resilience and ambition on behalf of the pupils. They use the school's evaluations and collated evidence to make decisions that benefit pupils and, where possible, overcome barriers.
- Governors have a robust professional relationship with the headteacher. Together they are able to work effectively and collaboratively to monitor and evaluate performance and outcomes. From this information, they have initiated sharp actions that helped move the school forward.
- Governors have a secure knowledge of the strengths and weaknesses in the school. As a result, they are very aware of what further actions need to be in place to secure success.
- Governors use the school data to evaluate the impact the improved teaching and learning is having on pupils' outcomes, behaviour and well-being. Their improved understanding enables them to challenge and support with greater effect.
- Relevant training has been undertaken by governors to secure their knowledge and understanding of statutory responsibilities, including safeguarding and safer recruitment.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff receive regular training and updates in safeguarding. As a result, they understand their responsibilities to keep pupils safe. Staff have a good knowledge of how to respond when concerns are raised, and when this does happen they report concerns promptly.
- Staff are vigilant and are aware of risk assessment procedures to minimise potential hazards. Where issues arise, these are used to reinforce strategies that pupils have been given to keep themselves safe. Consequently, pupils are able to explain the strategies and the reasons why they need to be used. For example, a question in assembly provided an opportunity to reinforce e-safety to pupils.
- The safeguarding governor regularly checks safeguarding arrangements in order to keep informed and to provide support.
- Pupils, staff and parents agree that where any issues have been raised, senior leaders respond quickly and follow up with ongoing monitoring. As a result, pupils and parents feel that the school is a safe place and that staff care about pupil welfare and safety.

Quality of teaching, learning and assessment

Good

- Teaching, learning and assessment have improved significantly since the previous inspection. Staff have high expectations of what pupils should know to prepare them for their next stage of learning. The quality of teaching is now consistently good and is beginning to have a more positive impact on pupils' outcomes.
- Senior leaders have ensured that actions taken have steadily raised the quality of teaching and pupils' learning. Teachers now have strong questioning skills that consistently challenge pupils to reason and to develop their deeper thinking skills. Teaching assistants are now deployed more effectively; they have developed their skills and communicate well with the teachers. Consequently, staff recognise pupils' individual needs and provide well-tailored support that develops pupils' learning. As a result, pupils are beginning to make improved progress in their learning.
- Planned learning is beginning to have a more effective impact on pupils' progress. Teachers now regularly provide a stimulating range of learning activities and pupils respond with increased enthusiasm and concentration. Teachers ensure that activities are mostly matched to pupils' individual abilities and enable most pupils to make more rapid progress in their learning. However, these improvements have not been sustained over time, particularly in mathematics.
- Leaders ensure that homework is routinely set using a range of activities that extend learning and motivate pupils to carry out their own investigations. For example, pupils are challenged to make their own superhero cloak in the Year 3 and 4 class. Parents are positive about the quantity and diversity of the homework set.
- Senior leaders have improved the school's approach to teaching phonics. The teaching of reading and phonics now builds an understanding and enjoyment of reading from an early age. As a result, teaching is more effectively meeting the needs of pupils so that a high proportion of pupils are making more rapid progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils show respect, tolerance and kindness to each other. Pupils work collaboratively, sharing ideas and resources well. New pupils are welcomed and supported by other pupils and adults across the school.
- Pupils know how to stay safe in and out of school as well as online. They talk about working together to keep each other safe during recent safety practices, for example fire drills and lock down procedures.
- The school council takes an active role and particularly welcomes responsibilities. It raises money for world and national charities as well as for resources in school, for example fund-raising for play leader caps for the newly appointed play leaders. This was in response to an identified need from pupils for greater support for pupils' well-

being.

- Staff respond quickly to address issues and to support pupils. As a result, pupils' feelings of being safe and cared for are evident in the way they talk about the school.
- Leaders are aware that pupils need to extend their learning further by including more opportunities to explore world events and their impact on daily life.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school and they take responsibility for their behaviour. They respond positively to a new reward system that is now in place.
- Playtimes are sociable and shared times when all the pupils come together. Pupils respond to each other with courtesy and are inclusive in their activities.
- Pupils value their education and attendance is above the national average. Where there are pupils who go below this, they are quickly identified and support is put in place for improvement.
- In lessons, pupils listen well and respond quickly to instructions. As a result, learning is rarely interrupted.

Outcomes for pupils

Requires improvement

- Pupils' outcomes, although improving, require further improvement. Current books and assessment information show that pupils' progress and attainment are improving, particularly in reading. However, pupils' progress is not yet good because pupils have failed to reach expected levels of attainment over time.
- Pupils' mathematical ability has not been developed well enough. Teachers now regularly use challenging activities and question pupils to think about mathematical problems. However, pupils' attainment in mathematics, particularly across key stage 2, is not yet good.
- Current attainment and progress in key stage 2 for the most able pupils is an improving picture from 2016. Current assessments in reading show that pupils are making better progress and achieving higher standards. However, the attainment of the most able pupils in writing is not so strong.
- Disadvantaged pupils' attainment is a more positive picture now than in 2016, when the proportion of pupils achieving expected levels at the end of key stage 2 was low. Current assessments show that more disadvantaged pupils, including the most able disadvantaged pupils, are reaching age-related standards. However, this level of achievement is not consistent across year groups.
- Pupils who have special educational needs and/or disabilities are identified at an early stage. Current assessments show that these pupils are benefiting from additional support and are making better progress from their starting points. However, they are not yet making consistently good progress across the school.
- Pupils settle quickly into the school, building on their knowledge and understanding

from their own starting points. Pupils in Year 1 and Year 2 are reaching expected standards in reading, writing and mathematics.

- Standards in reading are improving, with younger pupils in particular benefiting from the changes made by leaders. Last year, a higher than average proportion of pupils reached expected standards in the Year 1 phonics screening check. Younger pupils are able to segment words and blend them back together with increasing accuracy and understanding. Pupils read with confidence and fluency. The most able pupils are able to use higher-order reading skills. They are able to use a character's actions to draw meaningful conclusions, such as reading between the lines to understand their feelings.

Early years provision

Good

- Leadership in the early years foundation stage is strong. Staff complete accurate assessments and use them effectively to ensure that learning is planned carefully to develop children's progress. Relationships are strong. Staff get to know children well and provide activities that build on children's own interests.
- Leaders have developed close partnerships with local pre-school settings. The sharing of valuable information from parents and other pre-school settings helps build a clear picture of children's learning and development before they start. As a result, children's transition is smooth and no time is wasted in helping them to make an accelerated start.
- Teachers skilfully create a strong sense of nurture and care. The children are well prepared for Year 1 as they have strong teaching in phonics and mathematics to enable them to successfully learn their letters and sounds, and number work. Consequently, most children make good progress from their starting points and achieve national expectations in reading, writing and numeracy skills.
- Safeguarding in the early years foundation stage is effective. The children know how to keep themselves safe in their environment and will make safe choices to manage their own well-being and health.
- Children who have special educational needs and/or disabilities are identified quickly. Teachers support families effectively and the SENCo ensures that learning is planned to meet a child's needs from an early stage. Where additional needs are identified, the school quickly involves other outside professionals to support the family and the child and to ensure that the child can make good progress.
- Parents express positive views about the improved effectiveness of communication and learning opportunities. They appreciate how 'approachable' staff are and how they are welcomed into the school. Consequently, home-school partnerships are strong.

School details

Unique reference number	109068
Local authority	Bath and North East Somerset
Inspection number	10033127

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	77
Appropriate authority	Local authority
Chair	Jim Crouch
Headteacher	Warrick Barton
Telephone number	01761 490470
Website	www.pensford.bathnes.sch.uk/
Email address	pensford_pri@bathnes.gov.uk
Date of previous inspection	16–17 April 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Children attend Reception on a full-time basis.
- The school is smaller than the average primary, with 77 pupils on roll.
- The proportion of pupils eligible for the additional grant for disadvantaged pupils is lower than the national average.
- The proportions of pupils who speak English as an additional language is lower than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- In 2016, the school was above the government's floor standards.

Information about this inspection

- The inspector visited all classes on learning walks, usually accompanied by the headteacher.
- Meetings were held with senior leaders, including the headteacher and subject leaders for mathematics and English. Other additional meetings were with the SENCo and representatives of the governing body.
- During the inspection, the lead inspector met with two representatives of the local authority.
- The lead inspector scrutinised a number of documents, including assessment information, the school's self-evaluation and development plan, anonymised performance management records, logs related to behaviour, safer recruitment and safeguarding, and local governing body minutes.
- The lead inspector undertook scrutiny of pupils' books to evaluate the quality of work and check the accuracy of assessment information held by the school.
- The lead inspector spoke to pupils during various activities during the inspection. In addition, the lead inspector spoke with the school council. The lead inspector also heard some Year 1 and Year 3 pupils read.
- Pupils' behaviour was observed during break and lunchtimes.
- The 43 responses to Ofsted's online survey, Parent View, were taken into account. Other comments from parents were also taken into account. Staff survey online responses were also considered.

Inspection team

Debbie Marklove, lead inspector

Ofsted Inspector

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