

Powerstock Church of England Primary School

Powerstock, Bridport, DT6 3TB

Inspection dates

15–16 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides clear and purposeful leadership and other leaders are supportive of this approach. As a result, previous good levels of pupils' achievement and the quality of teaching have been maintained.
- All groups of pupils achieve well in reading, writing, mathematics and other subjects. Pupils attain slightly above average levels in national tests by the time they leave.
- Pupils have good opportunities to develop their skills across different subjects. They extend their learning, in and outside of the classroom.
- Teaching is good through the school. Teaching assistants make a full and valuable contribution to pupils' learning.
- The Early Years Foundation Stage is good. Children settle quickly and learn well because staff know them as individuals.
- Pupils' behaviour is typically good. The school provides a nurturing and caring environment that works to ensure all pupils and staff are safe.
- The range of subjects taught is good. The school offers a wide range of opportunities to pupils, including the chance to try new sports.
- Pupils' moral, social and cultural development is good and their spiritual development is outstanding. Pupils are exceptionally reflective in their thinking and actions. They are polite, courteous and considerate.
- The governing body provides good support to the school. It effectively holds senior leaders to account and challenges them to improve further. .
- The vast majority of parents believe that the school provides a good education for their children.

It is not yet an outstanding school because

- Occasionally, work set does not provide the most appropriate challenge to help the most able pupils make the best progress.
- Teachers do not always ensure that pupils act on the advice and marking given to help them learn more quickly.
- Pupils achieve less well in mathematics than in reading and writing.

Information about this inspection

- The inspector observed seven teaching sessions, made a number of shorter visits to classrooms and looked at a wide range of pupils' work. A few pupils from different year groups were heard to read.
- Discussions were held with a wide range of pupils, the Chair of the Governing Body and members of staff with particular responsibilities. A telephone conversation was held with a representative from the local authority.
- The inspector took account of the 14 responses to Ofsted's online questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to several parents during the course of the inspection. The 12 responses from staff to the inspection questionnaires were also considered.
- The inspector observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, school records and documentation relating to pupils' behaviour and safety.

Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than an average-sized primary school.
- Most pupils attending the school are of White British heritage..
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium funding is well below the national average. This is additional funding for pupils who are known to be eligible for free school meals and to children who are looked after.
- Children in the Early Years Foundation Stage attend full time.

What does the school need to do to improve further?

- Improve teaching to typically outstanding levels by:
 - ensuring work provides appropriate challenge for more able learners
 - making sure that teachers always check that pupils learn from the advice and marking of their work.
- Raise pupils' achievement in mathematics in Years 1 to 6 by providing more opportunities for pupils to use and apply their mathematical skills in a range of subjects.

Inspection judgements

The leadership and management are good

- Leaders have a thorough and accurate understanding of school's strengths and areas for development. They have put in place effective actions and plans for improvement as well as provided training for staff. The school's improvement plan is very detailed and helps school leaders to regularly check how well they are tackling the school's main priorities for improvement.
- Senior and middle leaders frequently check on the quality of teaching and learning. They use this information to provide further training to improve teaching further. For example, staff work together well and benefit from a good level of mutual coaching and support, as well as opportunities to visit other schools to observe effective practice.
- Teachers are set challenging targets to improve their performance. Subject and other leaders are clear about their role. They have a positive influence in their areas or responsibility. For example, through checking how well pupils are doing.
- The curriculum is broad and balanced, offering pupils a wide range of interesting topics and experiences, including science, art and geography, which they enjoy. However, there are times when mathematical activities are not sufficiently planned for in other subjects. There are many well-planned and exciting opportunities for pupils' spiritual, moral, social and cultural development. Leaders plan a broad range of assemblies that encourage pupils to move forwards in their personal as well as their academic development.
- A real strength of the school is pupils' spiritual development. This is because the headteacher and staff encourage and support pupils at a very high level to reflect on their experiences at home and at school. This approach has a very good impact on the way pupils approach school life and demonstrate an acute interest in learning about each other and others that live in places that are different to their own. For example, through their link schools in South Bermondsey, London and further afield in Ghana which also helps prepare them for life in modern Britain.
- The school values its partnerships with parents and families and seeks their views through questionnaires. Information on children's progress is available through the regular parents' evenings. The school website also provides a good range of information for parents.
- The school promotes equality of opportunity and ensures all pupils participate fully in the life of the school. There is no evidence of discrimination in the school. Staff are well trained and vigilant in keeping detailed and accurate records to ensure that safeguarding procedures are rigorously implemented and meet statutory requirements.
- The school receives good support from the local authority. For example, a good range of training and support has strengthened aspects of leadership and teaching.
- The primary school sports funding is being used well. Specialist sports teachers work alongside class teachers and this has promoted significant improvements in the quality of sporting activities available to pupils. As a result, the school has seen an increased participation in a wider range of clubs and sporting activities contributing to pupils' healthier lifestyles. The school is also taking part in more competitions with other schools in a variety of sports.
- **The governance of the school:**
Governors are well informed about the school and effectively support and challenge it to improve. Governors have strengthened their effectiveness by drawing upon the support and training offered by the local authority. This has helped governors to develop their confidence in decision making. They visit regularly to gain first-hand understanding of how well the school is doing and as a result understand the school's strengths and areas for development well. In return governors receive comprehensive and evaluative reports from school leaders. They regularly check on the progress of pupils, including those who are eligible for support through the pupil premium, to confirm that the funding is spent effectively. Regular reports also help governors to know about the quality of teaching and to make sure that teachers' progression through the pay scale is linked to how effective they are in the classroom.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are polite, courteous and very respectful. Pupils embody the school's Christian values in their conduct with one another and staff.
- Pupils say they enjoy school and teachers make learning 'fun'. The school environment is well maintained

and attractive. High-quality displays and opportunities for pupils to celebrate their work are evident throughout the school. Attendance for some has not always been good in the past, but now pupils attend regularly.

- Pupils are eager to learn and most keep focused and show good effort when tackling schoolwork. When a few pupils lose concentration this is not always picked up by staff quickly enough. Pupils cooperate well together helping each other to succeed. Pupils were unanimous in their praise of the school. One pupil's comment was typical of many: 'Everything is brilliant!'
- Pupils make a good contribution to ensuring the school is a pleasant and orderly place. They are involved in making and managing rules on good behaviour, supporting their peers with worries and concerns and help keep the school and grounds safe and tidy. Older pupils, who have undergone training, take these responsibilities seriously. They lead and manage a range of activities including 'Wake and Shake' at the beginning of the school day.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and happy in school and there is very little bullying. They have a very good understanding of different types of bullying including name-calling.
- Pupils have a very good awareness of road and water safety and how to keep safe when using the internet. Pupils know who to go to if they have any worries and told inspectors that teachers sort out concerns quickly. Almost all parents who responded to Parent View agreed that the school keeps their children safe.
- Rigorous safeguarding procedures ensure that pupils are safe. There is a clear commitment from the whole-school community to this. Adults listen to what pupils have to say and pupils know that they are valued individually. This helps them to play a confident role in the life of the school.

The quality of teaching

is good

- The impact of teaching on pupils' learning is good with many examples of effective learning evident across the school. Lesson observations, work in pupils' books and the school's records of pupils' progress reflect this level of learning.
- Teachers make clear to pupils what they want them to learn and show them how to succeed in their understanding. They use a wide range of approaches, including probing questions, to encourage pupils to think deeply about the topics they are studying.
- Positive relationships between teachers and pupils mean that pupils are keen to do well and are not afraid to ask for help. Pupils work hard in lessons and persevere in order to succeed.
- Teachers and other adults use questioning well in lessons to deepen pupils' understanding. For example, there was effective questioning in a Year 4 literacy lesson linked to the understanding of characters. This was eliciting good-quality responses from pupils, including those with special educational needs.
- Teaching assistants are well informed about pupils' progress. They effectively lead, support and challenge most groups of learners so that pupils do their best. Pupils who start school at different stages of their education other than Reception are well supported in this respect, and consequently settle quickly into the school and make good progress.
- Teachers plan lessons well in literacy. The teaching of phonics (letters and sounds) is good. This has had a positive impact on the proportion of pupils reaching the national standard in the phonics check, at the end of Year 1. This is now in line with the national average. Teachers help pupils understand how certain letters and sounds link together, and pupils of all abilities make good progress in their understanding.
- Marking is regular. It celebrates pupils' achievements well and reinforces their learning. The best marking provides very useful guidance to pupils about how to improve so that they are able to correct their work. However, not all pupils learn from the advice and marking of their work, which limits the improvement they make when they attempt a similar piece of work in the future. Mathematics is taught well with imaginative use of resources, including the 'dry wipe' tables on which calculations can be written upon to explain pupils' methods. This helps pupils understand where they have made mistakes. However, there are not enough regular opportunities for pupils to practise and apply their mathematical skills.. This is because teachers do not plan for and encourage pupils to use and apply their number skills in different contexts. As a result, some pupils do not reach the levels of which they are capable.

The achievement of pupils is good

- Pupils make good progress during their time in school. Typically they join Reception with varying skill levels from one year to the next.
- Pupils make good progress in reading. Skills are well developed because the effective teaching of phonics ensures early readers have the skills to tackle new words successfully. This good progress is reflected in the 2014 Year 1 national reading check which showed almost all pupils reached the required standard. A similar positive picture is developing this year.
- The most-able pupils often make good progress because most staff quickly identify their needs and help pupils meet their targets. However, there are times when some teaching does not challenge and deepen the learning of the most able pupils.
- Pupils' good progress in Key Stage 2 builds on the effective foundations established in earlier years. By the end of Year 6, pupils have reached slightly above-average standards in reading, writing and mathematics. Current work and school-based information show that this good achievement in English and mathematics has been maintained since the last inspection.
- Pupils' work in books shows they make good gains in their learning over time. For example, pupils' punctuation, presentation and language skills develop well while pupils in Years 5 and 6 are able to create thought-provoking sentences during a literacy lesson using First World War conscription adverts.
- There are very few pupils in the school eligible to receive support through additional government funding. Information held by the school shows that these pupils make good progress in their work and reach similar standards to other pupils nationally in English and mathematics.
- Disabled pupils and those who have special educational needs achieve well. They have positive attitudes to learning and often show resilience and persistence in their work. They make good progress in developing their reading and writing skills and are using them well in other subjects.

The early years provision is good

- Teaching is good because teachers plan activities that meet individual children's learning needs well. All adults are very aware of children's starting points and developing skills which they effectively draw upon when observing children's learning and progress.
- All children, including the most-able and those who are disabled or who have special educational needs, make good progress. Many reach a good level of development by the end of the year. Good leadership ensures that teachers and teaching assistants work as a strong team. They are trained well to accurately assess progress and challenge all children to meet their full potential.
- Training in the teaching of phonics for staff and parents has had a positive impact on children's reading standards. As a result, children develop into confident and enthusiastic early readers because teaching ensures pupils are taught to recognise and accurately sound out new words as they read.
- Children in the Early Years Foundation Stage develop into confident and enthusiastic early readers. This is because teaching ensures pupils recognise and accurately sound out new words as they read. Children behave well, cooperate and play with each other well. All staff take time to explain to pupils what the consequences of one child's actions might be on another.
- Children learn in an environment that is safe because there are effective systems to ensure their well-being.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113812
Local authority	Dorset
Inspection number	444225

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	58
Appropriate authority	The governing body
Chair	John Davies
Headteacher	Jean-Paul Draper
Date of previous school inspection	30 June 2011–1 July 2011
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