

# Clawton Primary School

Clawton, Holsworthy, Devon, EX22 6QN

**Inspection dates** 5–6 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school

- The school has improved since its previous inspection and now provides an outstanding quality of education for its pupils.
- Pupils' achievement is outstanding. All groups of pupils, including disabled pupils and those with special educational needs, make exceptional progress from their starting points.
- The quality of teaching is consistently at least good and typically outstanding. It engages pupils' attention completely and leads to outstanding progress.
- The strong teamwork among staff means teachers and support staff work together effectively and get the best out of the pupils.
- Teachers have high expectations of pupils and challenge all groups to achieve the very best that they can.
- Pupils feel very safe in school. They have a very good understanding about how to keep safe and are very helpful to each other.
- Pupils' behaviour is exemplary. The pupils are exceptionally polite, courteous and welcoming to visitors, staff and other pupils.
- Additional adults that work in the school make a considerable contribution to pupils' achievement, for example when working with small groups or individual pupils during lessons.
- The school promotes a strong sense of community. Pupils develop a very strong sense of belonging. They are proud of their school.
- The wide range of subjects very effectively promotes pupils' spiritual, moral, social and cultural development by offering a wide range of very well-planned experiences both in and outside school.
- The highly experienced headteacher leads by example. He inspires everyone in the school, including those responsible for governance, to be highly ambitious for the pupils. He provides exceptional leadership.
- The governing body is knowledgeable and supportive. Through robust procedures, governors hold the school to account very thoroughly, especially for pupils' achievement and for the quality of teaching.
- Parents and carers are overwhelmingly supportive of the school because the vast majority believe their children have an all-round excellent experience at school.

## Information about this inspection

- The inspector observed eight lessons, taught by five teachers.
- The inspector also visited several shorter sessions to observe reading, see support staff and volunteers working with individual pupils, teachers providing music tuition and physical education and to look at pupils' books.
- Discussions were held with a group of pupils, members of the governing body, the headteacher, staff members and parents and carers.
- The inspector had a telephone conversation with a representative of the local authority about the support and advice it gives to the school.
- The inspector heard pupils from different year groups read.
- A range of documentation was looked at, including information about pupils' performance and progress, the school improvement plan, procedures for safeguarding pupils, records of governing body meetings, school policies, checks on teaching and pupils' behaviour, and subject planning documents.
- The inspector took account of 17 responses received online from parents and carers (Parents View) in addition to nine staff questionnaires.

## Inspection team

David Nebesnuick, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than the average-sized primary school.
- The proportion of pupils eligible for extra money (additional funding for children in local authority care, from service families or known to be entitled to free school meals) is average.
- The proportion of pupils identified as disabled and those with special educational needs that are supported is average.
- The proportion of pupils who need extra help or have a statement of special educational needs is well below average.
- Most pupils are from a White British background.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Children in the Early Years Foundation Stage are taught alongside a few Year 1 pupils. All pupils are taught in mixed-age classes.
- There is a privately run pre-school adjacent to the school, which has good links with the school but is not managed by the governing body.
- The headteacher is a local leader of education (LLE) and provides leadership support for other primary schools on request.

### What does the school need to do to improve further?

- Ensure that the rapid improvements in boys' writing continue to develop by providing an even wider range of opportunities for them to write in more depth.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children join Reception with levels of skill and knowledge generally in line with those expected for their age. Pupils of all abilities make outstanding progress because of the carefully planned teaching and a very broad range of interesting and stimulating activities which help them learn.
- Children make excellent progress in learning how to link letters and sounds. Results in the 2013 Year 1 check on phonics (the sounds that letters make) were well above the national average and had improved from an above average outcome the year before.
- Pupils' achievement in reading across the school is consistently outstanding because their reading skills are built up systematically year on year through daily sessions that all pupils thoroughly enjoy. By the end of Year 2 pupils tackle unfamiliar words confidently and read with fluency and expression.
- Attainment in reading, writing and mathematics has been significantly above average at the end of Key Stage 1 for many years. These standards continue to improve each year.
- Although boys make rapid progress in their writing and achieve above the national average, they have yet to achieve the outstanding progress of the girls. The school is working hard to develop further opportunities for boys to write in more depth.
- Achievement in mathematics is outstanding as pupils develop and apply a wide range of skills very effectively. Tasks are challenging and linked to everyday problems, such as constructing a mitred corner in design and technology. These tasks give purpose and real interest to pupils' work. Some pupils successfully take the higher Level 6 test in the national assessments.
- Disabled pupils and those with special educational needs make rapid progress in mathematics and English. They benefit from outstanding teaching and the expertise of the teaching assistants who work closely with individuals or small groups in lessons to ensure learning is effective.
- The funding the school receives for those pupils eligible for extra money is used very well to offer those pupils extra support with their learning. This support has now closed the gap in achievement between this group and their classmates. In 2013, by the end of Key Stage 2, these pupils were two terms ahead in their reading and were level in writing and mathematics.
- Pupils and groups of pupils make excellent progress over time. In 2013 every pupil at the end of Key Stage 2 made the expected progress, with very many exceeding the expected progress. This is exceptional. Pupils are extremely well prepared for their secondary education.

### The quality of teaching

### is outstanding

- Teaching over time is outstanding. The impact of this can be seen in pupils' rapid progress throughout the school and their above and well above attainment in national tests and assessments in Year 6.
- Through effective teaching the children in the Reception and Year 1 class know and understand appropriate mathematics, for example the properties of various three-dimensional shapes. They have an excellent grasp of the technical language of mathematics. The teacher encourages the children to learn actively and to think for themselves.
- Teaching in the top class is outstanding. During a science lesson, the pupils were completely engrossed in developing their own ideas to demonstrate an experiment. They talked animatedly, bouncing ideas off each other, and made excellent progress in their learning.
- Teachers plan lessons carefully and use their subject knowledge very well. They ensure that the learning tasks are set at the right level for pupils' different learning needs.
- All staff have high expectations of the pupils. They work effectively together to challenge every individual and group to achieve the very best that they can. Pupils enjoy their learning and respond very well to this consistent encouragement and challenge.

- Teaching assistants play a full part in ensuring outstanding progress. They share teachers' high expectations and they support pupils very well both in the classroom and in the small support groups outside the classrooms.
- Teachers provide high quality written and oral feedback to help pupils make rapid progress in their learning, for example teachers' marking helps pupils identify how to improve their work. Pupils are encouraged to review their own work and that of other pupils in order to identify their own development in their learning. Within the excellent teaching provided, marking has a strong impact and contributes very well to pupils' outstanding achievement.

### **The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. Pupils have an exceptional eagerness and thirst for knowledge. They want to learn and do well at school.
- The school's work to keep pupils safe and secure is outstanding. As a result pupils say that they feel very safe in the school and this is supported by all the parents and carers who expressed a view in the Parent View questionnaire.
- Pupils' behaviour in classes and around the school is exemplary. Pupils are exceptionally welcoming, courteous and polite to visitors, staff and other pupils. They support each other very well. One pupil observed that if they see another pupil without a friend at break time, they immediately go over and involve that pupil in their activity.
- Pupils are very knowledgeable about the different situations which constitute bullying, but are insistent that bullying is not an issue in the school. They understand the implications of potential threats such as e-bullying, and the school teaches them how to keep safe. The logbooks confirm that there has not been a serious issue in recent years.
- There have been no exclusions for poor behaviour in the last three years.
- Staff have successfully worked hard with parents and carers to improve attendance and it is now above average.
- All parents and carers who expressed a view felt that behaviour is typically outstanding and that their children are well cared for in the school.
- In lessons pupils work well on their own and together. They are very considerate of each other's feelings, beliefs and views.
- The school promotes a strong sense of community. Pupils develop a very strong sense of belonging. They are proud of their school.

### **The leadership and management are outstanding**

- The headteacher provides exceptional leadership and leads by example. He is well supported by middle managers and the governing body and they have continued to bring about further improvements since the previous inspection. The focus on the highest quality teaching to ensure every pupil makes the most of their potential has led to outstanding pupil achievement.
- Leaders have a clear vision for checking the quality of the school's work. There is a strong emphasis on providing further training to improve practice. The school takes the lead locally in encouraging other schools to take part in the training that is arranged.
- All staff are enthusiastic about what the school achieves, as shown by the unanimously positive responses to the staff questionnaires.
- The school sets the correct demanding targets to become even better. Documentation is thorough and the evaluation of the school's work is honest and accurate. The governing body minutes indicate suitable ambition because they refer to 'not resting on our laurels'. They want

to continue improving all aspects of the school.

- The success of the school rests on the shared ambition of staff and governors to ensure that no opportunity is missed for improving the school's work.
- The headteacher manages the setting of targets for teachers well and ensures that there is a good match between performance and pay. All staff have challenging targets linked to the Teachers' Standards and to pupils' performance.
- The school offers a stimulating and creative range of subjects which pupils enjoy. The sharp focus on reading, writing and mathematics prepares the pupils very well for the next stage of their education. Pupils say how much they enjoy taking part in the wide range of activities, including music, sports and the science and history visits. These experiences promote their spiritual, moral, social and cultural development outstandingly well. The pupils particularly enjoy their work connected with the local environment.
- The rapid progress evident for all pupils, whatever their individual needs, shows that the school promotes equality of opportunity well and does not tolerate discrimination.
- Careful attention is paid by all staff to ensure the highest levels of safety and quality of care for each pupil. Procedures for safeguarding pupils meet all current government requirements and there are robust arrangements in place for checking staff and other adults.
- The additional sports funding has been well used to provide specialist sports coaches for the pupils. This has enabled a much wider range of sports activities to take place. In addition a teacher is receiving specialist training to ensure the work continues into future years.
- Engagement with parents and carers is excellent. This reflects the highly positive responses of parents and carers about the school and what it provides for their children.
- The school manages the extra funding very successfully. The additional opportunities provided have contributed to the outstanding progress of those pupils eligible for the funding.
- The local authority offers light-touch support for this outstanding school.
- **The governance of the school:**
  - Governors are actively involved in the school's work and have established a strong working relationship with staff.
  - They ask searching questions based on a very good understanding of how well teachers and pupils are performing.
  - The governing body is well trained and has strong systems to manage the school's finances so that the money is spent in the best way possible to support pupils' learning.
  - The governing body has made good decisions about spending the additional funds.
  - Governors rigorously manage the performance of the headteacher and offer appropriate support and challenge. They work effectively to manage teachers' performance robustly.
  - They have a clear understanding of the school's strengths and what they want to improve further.
  - They receive regular evaluative reports from the headteacher about the quality of teaching and pupils' progress and question and challenge highly effectively.

## 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

<b>Unique reference number</b>	113143
<b>Local authority</b>	Devon
<b>Inspection number</b>	434603

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Banks
<b>Headteacher</b>	Chris Wright
<b>Date of previous school inspection</b>	17 March 2009
<b>Telephone number</b>	01409 253618
<b>Fax number</b>	01409 253618
<b>Email address</b>	admin@clawton-primary.devon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

