

# Clive CofE Primary School

The Hill, Grinshill, Shrewsbury, SY4 3LF

**Inspection dates** 10–11 June 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Progress in Key Stage 2 is, currently, good in reading, writing and mathematics. In Key Stage 1 progress has improved and has risen to be good.
- Pupils settle quickly into Nursery and make good progress, especially in reading.
- The good quality of teaching enables pupils to achieve well. Teaching assistants provide effective additional support for the learning of all pupils.
- Pupils' love of reading leads them to read widely beyond school.
- Teachers' helpful marking provides regular, detailed feedback to pupils in English and mathematics that helps them improve.
- Funding for sports has been successfully used to develop a love of physical activity and standards in many sports are high.
- The headteacher leads with dedication and identifies the strengths and weaknesses of the school clearly. In partnership with governors she acts quickly to make necessary improvements to teaching and achievement.
- Staff work well as a team and look beyond the school to ensure they keep up to date with developments.
- Learning mentors make a strong contribution to improvements in behaviour and self-esteem of pupils.
- Governors check and challenge the school on pupils' performance and teaching quality. They are dedicated and monitor finance and safety very effectively.

### It is not yet an outstanding school because

- Teaching is not consistently outstanding because, occasionally, pupils are not challenged enough to think and deepen their understanding.
- Pupils say their homework is boring and repetitive. It is not fully effective in deepening their learning.
- Pupils' learning about how to stay safe online is adequate, but not extensive.
- The headteacher holds too many responsibilities and other teachers do not have enough opportunities to lead.

## Information about this inspection

- The inspector visited parts of nine lessons, including one observation shared with the headteacher.
- Work in pupils' books was analysed and the inspector talked to individual pupils about their work. She listened to pupils read, visited an assembly and observed playtime activities.
- Meetings were held with the headteacher, five members of the governing body, key staff, and pupils. A telephone call was made to a representative of the local authority.
- Documents looked at included: the school's self-evaluation summary, information on pupils' progress, documents relating to safeguarding, school management and the curriculum.
- Parents' views were taken into account through the 27 responses to the Ofsted online survey (Parent View) and through meeting parents before school.
- The inspector took into account returns to questionnaires completed by 12 staff.

## Inspection team

Mary Le Breuilly, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- The proportion of pupils of minority ethnic heritage is lower than average. There are very few pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is much lower than average. The pupil premium is additional funding provided by the government to support pupils known to be eligible for free school meals and any who are in care. There are very few pupils in care.
- There is a much lower proportion of disabled pupils and those who have special educational needs supported at school action than is seen in most primary schools, but the proportion supported at school action plus or with a statement of special educational needs is much higher. Some of these pupils have behavioural needs.
- All classes, including Nursery and Reception, include two year groups in each class.
- The school meets the government's current floor standards. These are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school is part of a group of local schools that work informally together to support each other.
- During the current academic year there has been staffing instability and the headteacher has been absent for an extended period.

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

- Make teaching outstanding and improve pupils' learning and progress by:
  - ensuring that pupils are consistently challenged to think and deepen their understanding
  - making the homework tasks the school uses more varied so as to help pupils further extend their learning.
- Improve leadership and management by:
  - closer focus on the teaching of how pupils can stay safe when online, particularly older pupils
  - ensuring that responsibility for leading the school is spread more widely.

## Inspection judgements

### The achievement of pupils is good

- There has been some variation in pupils' achievement in Key Stage 2 because pupils' attainment on entry to the school has varied with small year groups. However, all pupils have made, at least, the progress expected nationally in reading, writing and mathematics and many have made good progress.
- Although small numbers in each year group have led to variability in standards from year to year, currently, many Year 6 pupils are working at the higher levels in reading, writing and mathematics. Progress for all pupils is good.
- More-able pupils make, at least, consistently good progress in reading, writing and mathematics.
- The small numbers of pupils entering the Nursery each year lead to considerable year-by-year variation in children's skills and abilities on entry. In general, children's skills on entry are broadly typical of their age group nationally. Although there has been staffing instability in the current year, children make good progress through Nursery and Reception from their starting points and, by the end of Reception, many achieve a good level of development and are reading confidently.
- Until recently, progress in Key Stage 1 has not been consistently good. Currently, progress in Years 1 and 2 in reading, writing and mathematics has improved strongly and is good.
- The achievement of disabled pupils and those who have special educational needs is good because the school provides additional support that helps them to keep up with their peers.
- There were too few Year 6 pupils in 2013 who were eligible for additional funding (pupil premium) to report their attainment in reading, writing and mathematics without identifying individuals. Currently, eligible pupils across the school make progress in reading, writing and mathematics that is at least as good as that of their fellow pupils – and sometimes better.
- Results of the Year 1 check on phonics (connecting sounds and letters) in 2013 were well ahead of national results. Most pupils quickly acquire reading skills and as they move through the school they develop a love of reading.

### The quality of teaching is good

- Teaching is good, including in literacy and mathematics. Work in pupils' books and in lessons seen during the inspection confirms that teaching is helping pupils to make good progress. They are given tasks that challenge them well and move their learning forward.
- Teachers have high expectations of what pupils can achieve. Most teaching challenges and stretches pupils' thinking and deepens their understanding of the subject. For example, when composing a letter home from the trenches of the First World War, pupils were challenged to justify their choice of language and use of punctuation. They were able to deepen their understanding of the topic and accuracy in their writing. However, not all teaching is challenging enough, with the consequence that pupils' response to learning occasionally lacks imagination.
- The learning environment in Nursery and Reception is used well to provide opportunities for children to develop a wide range of skills. For example, children pursue activities that are helpful

in enabling them to develop their skills in literacy and mathematics through play, as well as through phonics and number sessions.

- Marking provides pupils with regular and detailed individual feedback in English and mathematics. Pupils appreciate this and say it helps them to understand how to improve.
- Pupils say that their homework is set and marked regularly. However, they also say that homework is repetitive and similar tasks are set every week that they do not find interesting and motivating. Although reinforcement of learning done in school is fully justifiable, too much repetition does not challenge pupils well enough to extend their learning to the full – which is one key purpose in doing work at home.
- Teaching assistants work closely with teachers and make a useful contribution to pupils' learning. They play an active role in many lessons, supporting pupils of all abilities to make progress. There is good use of additional support to help pupils who are at risk of falling behind in their learning.
- The school has been very successful in developing a love of reading in all age groups and most pupils read widely beyond school. A high priority is given to reading in all classes and pupils talk enthusiastically about the books they are currently reading.

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

- Pupils' behaviour is good. Their very high levels of attendance show that they enjoy school and are eager to learn. Most pupils behave well in lessons and around the school.
- Pupils have very positive attitudes to learning and they approach tasks with enthusiasm. They are proud of their work and take the advice of their teachers seriously.
- Pupils are friendly, helpful and polite to staff, other pupils and visitors. They are caring of each other and mix well together around school and in the playground. Older pupils take responsibility for younger ones through lunchtime.
- The school's work to keep pupils safe and secure is good. Leaders make sure access to the school is well controlled and all staff are checked closely prior to appointment. There are good partnerships with outside agencies to help the most vulnerable pupils.
- Pupils say they feel safe in school and their parents agree that their children are safe. Pupils have many opportunities to learn how to stay safe, including safety on the roads, and hazards from fire. However, while the teaching of how to stay safe when using the internet is sound, pupils, particularly older ones, learn only the minimum about how to stay safe online.
- The school introduced learning mentors at the start of this academic year. This has had a positive impact on overall behaviour and in supporting individuals with personal problems. Pupils say they always have somebody to talk to when they need help.
- While most parents who expressed a view thought that pupils were well behaved in school, some parents voiced a concern that one or two pupils were disruptive at times in lessons. Inspection evidence showed that bad behaviour and lesson disruption are rare. There is occasional minor disturbance in lessons and the school has worked hard to support pupils who struggle to behave well with some success.

- Pupils told the inspector that there have previously been some cases of bullying. They reported that the learning mentors have reduced bullying and this is no longer a concern. Pupils are aware of different forms of bullying and they feel confident that bullying in whatever form is dealt with quickly.

### **The leadership and management** are good

- Turbulence in staffing and the absence of the headteacher for part of the year have not prevented the school from moving forward and progress has improved this year through both Key Stage 1 and Key Stage 2.
- Teachers and support staff work well as a team. They are proud of the school and keen to see it improve. They work in an informal partnership with other local schools to share ideas, to keep up to date and to help each other develop their teaching.
- School leaders track the progress of individuals with care, acting quickly to provide support when pupils are starting to fall behind. There is a strong commitment to equality of opportunity.
- Because of the recent changes in staffing, a number of management responsibilities below senior level have not been allocated to teachers. This has left the headteacher leading on too many areas and other teachers taking insufficient responsibility for leading aspects across the school.
- The local authority makes regular visits to the school to support and challenge it. These visits have provided a perspective beyond the school and have helped the headteacher improve aspects, such as the system for monitoring of pupils' progress.
- Primary sports funding is used well to increase the range of sports pupils experience and to ensure that some sports, such as swimming, are a regular part of the curriculum. Sports provision is a strength of the school. Pupils love sport and they often win sports competitions against much bigger schools.
- Provision for pupils' spiritual, moral and cultural understanding is good. The school provides a wide range of opportunities for pupils to learn about the wider world, including twinning with a school in Kenya, a range of trips, after-school clubs and many learning activities that illustrate social and economic conditions in other parts of the world.
- The learning opportunities provided give pupils access to a wide range of subjects. The school provides many opportunities to set the learning in context through visits to relevant places of interest, visitors and after-school activities.
- The governance of the school:
  - Governors are highly committed to the school. They have established strong formal and informal links with the school community. They provide both challenge and support to leaders on the school's performance.
  - Governors apply links between staff pay and pupils' performance. They monitor the use of additional funding, such as the additional funding of the pupil premium, and they know what its impact is on eligible pupils' achievement and learning opportunities.
  - Governors have a good understanding of data relating to the achievement of pupils.

- Financial monitoring and the monitoring of safety are very effective. Governors know where there are any shortcomings. They ensure that arrangements for safeguarding pupils meet statutory requirements.

## 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>	123469
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	444219

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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	85
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Thompson
<b>Headteacher</b>	Mary Lucas
<b>Date of previous school inspection</b>	2 March 2010
<b>Telephone number</b>	01939 220385
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