

Clowne Junior School

King Street, Clowne, Chesterfield, S43 4BS

Inspection dates 3–4 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, well supported by the senior leadership team and the governing body, has made significant improvements in teaching and achievement across the school since the previous inspection.
- Pupils in all year groups make good progress in reading, writing and mathematics; attainment is rising and achievement is good. This is because teaching is good.
- Most-able pupils are challenged well, especially in reading and mathematics.
- As a result of pupils' good behaviour and good attitudes to learning, there is a calm and orderly atmosphere in school.
- The procedures to ensure pupils are kept safe and secure are good. Pupils say they feel safe and relationships throughout school are good.
- The extensive range of activities, clubs, trips and visitors and chances for pupils to take responsibility contribute well to pupils' good personal development.
- Senior leaders and subject leaders rigorously check the quality of teaching. Teachers know what they do well and effective training helps them to improve further.
- The promotion of British values is evident in the school's work. This helps pupils to develop the skills and personal qualities needed to work harmoniously with others in school and the local community.
- Governors provide both challenge and support for school leaders. They have a clear understanding of the school's performance, and show strong commitment to ensuring all pupils achieve well.

It is not yet an outstanding school because

- Pupils' grammar, punctuation and spelling skills are not as strong as other aspects of their writing.
- In mathematics, teachers do not consistently set work that challenges the lower and average ability pupils or provide them with regular opportunities to apply their numeracy skills in other subjects.
- Seating arrangements do not always ensure pupils are comfortable and are able to produce their best work.
- Pupils do not have enough opportunities to learn about people from different faiths and cultures living in Britain today.

Information about this inspection

- Inspectors observed pupils' learning in 30 lessons, nine of which were seen jointly with the headteacher.
- A number of documents were examined, including assessment information about pupils' progress, the school's self-evaluation document and its improvement plan. Other documents included those related to the monitoring of teaching, safeguarding, behaviour and attendance.
- Discussions were held with the headteacher, three assistant headteachers, two governors, leaders of subjects, staff and a representative of the local authority.
- Inspectors heard pupils read, and talked to them formally and informally at break and lunchtime. Pupils' written work in English, mathematics, science, history, geography and religious education was also analysed.
- Account was taken of the 33 responses to the online questionnaire, (Parent View). Inspectors had conversations with parents at the start of the school day, and considered the 24 responses to the staff questionnaire.

Inspection team

Lois Furness, Lead inspector	Additional Inspector
Helen Booth	Additional Inspector
Ian Clennan	Additional Inspector

Full report

Information about this school

- In this larger-than-average sized school, most pupils are White British.
- The proportion of disadvantaged pupils who are supported by the pupil premium is above average. This is additional government funding to support pupils who are known to be eligible for free school meals and those that are looked after.
- The proportion of disabled pupils and those who have special educational needs is above average.
- In 2014, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Pupils in each year group are organised into four teaching groups for English and mathematics. These teaching groups are based on pupils' ability.
- Since the previous inspection, one new teacher has joined the school.

What does the school need to do to improve further?

- Strengthen the already good teaching so more pupils make rapid progress by:
 - supporting pupils in improving their grammar, punctuation and spelling skills
 - expecting more of lower and average ability pupils in mathematics, and giving them regular opportunities to apply their numeracy skills in other subjects
 - making sure pupils are seated comfortably so they can produce their best work.
- Extend the opportunities for pupils to learn about people from different faiths and cultures living in Britain.

Inspection judgements

The leadership and management are good

- The headteacher and senior leadership team have focused resolutely on improving the quality of teaching and pupils' resulting achievement over the last year. There has been good improvement in these areas for development identified at the last inspection, and the school is well placed to improve further. Staff share the leadership's vision and the staff questionnaire returns show morale is high. A culture of high expectations regarding good teaching and pupils' good achievement and behaviour has been securely established.
- Self-evaluation is thorough and accurate with key strengths and areas for development identified. The school's actions are clearly set out in a long-term plan and this is evaluated termly to ensure that actions are on track and improvements have been made.
- The school has effective systems for managing the performance of teachers. The quality of teaching has been rigorously monitored through a planned programme of lesson observations, regular checks on pupils' work and frequent analysis of the records of pupils' attainment and progress. As a result, all teaching is now consistently at least good. Staff say training opportunities are available if needed. They know it is important to meet their agreed targets in order that they receive an increase in pay, or a promotion.
- The leadership arrangements for disabled pupils and those who have special educational needs ensure that these pupils make good progress. Pupils are assessed regularly and the information is used carefully to plan appropriate work and identify any additional resources that may be needed.
- Middle leaders make a good contribution to the improving quality of education in the school. These leaders provide good support and advice to colleagues, and monitor teaching and pupils' achievement effectively in their areas of responsibility.
- The school tackles discrimination and fosters good relationships, which promotes equality of opportunity for all groups of pupils, so that they all achieve well. The additional funding received through the pupil premium is used effectively to provide additional staffing and resources to support the pupils for whom it is intended. As a result, disadvantaged pupils are making good progress.
- The curriculum is planned carefully and appropriately focuses on the development of literacy and numeracy skills. It motivates pupils through the extensive range of enrichment activities such as school visits, residential trips, visitors to the school and the variety of after-school clubs. Pupils' spiritual, moral, social and cultural development is central to the school's inclusive ethos, where everyone is valued.
- Pupils are prepared well in some aspects of life in modern Britain, as a high emphasis is placed on developing British values. This results in pupils who are very tolerant of one another's differences and get on well together. In their work on democracy, school council members have the opportunity to visit the Houses of Parliament in London and speak with their local MP. Pupils learn about different faiths and cultures, such as Islam or what it is like to live in Africa. However, leaders recognise that more could be done to provide pupils with further opportunities to learn about people from different faiths and cultures living within Britain today.
- The primary physical education and sport premium is used well to extend the range of opportunities that the school offers. Additional equipment, the appointment of a play leader and training opportunities have helped staff to develop their skills, as well as improving the physical well-being of pupils. A 'health promotion week' effectively helps pupils to gain a good knowledge of how to acquire and maintain a healthy lifestyle.
- The work done to ensure pupils attend school, behave well and are kept safe is good. Safeguarding systems and procedures are thorough and fully meet statutory requirements. Most parents have positive opinions of the school and of how staff look after their children.

- The local authority has provided effective support and challenge for the school. Local authority representatives frequently review the school's progress and provide leaders with useful advice. In recent months, less support has been offered, as the local authority is confident in the skills of the current leadership.
- **The governance of the school:**
 - The governing body is more actively involved in monitoring the work of the school than at the time of the previous inspection. Through training, the governors have a better understanding of their roles and responsibilities. Relevant committees now rigorously monitor standards and progress and keep checks on the delivery of the curriculum. They are able to analyse information on pupils' progress compared to that of other pupils nationally, and use this process to arrive at well-informed conclusions. They know that teaching and pupils' achievement are good.
 - Governors are now directly linked to year groups and regularly visit the school. Consequently, they have a much-improved appreciation of the strengths, weaknesses and the effectiveness of the actions taken to improve teaching. They provide good challenge and support and are kept well informed by senior leaders through reports and presentations about all aspects of school life.
 - The governing body monitors the performance of staff, know how weaknesses are tackled, and make sure that increases in salary are linked to good performance in the classroom. It ensures that all safeguarding requirements are in place.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. It is consistently well managed by all adults because systems are clear and pupils know what is expected of them. Pupils' positive attitudes make a strong contribution to learning and their personal development. Their movement around school is calm and orderly and pupils wear their uniforms smartly.
- Pupils arrive promptly at the start of the school day and attendance is average and improving. They get on well together and say they enjoy school and their work. Pupils are polite and courteous to visitors and to each other. Parents, staff and governors all say behaviour is good. There have been no exclusions in recent years. This is because staff reinforce good conduct by behaving considerately towards pupils and praising them when they make sensible decisions and produce good work.
- Pupils behave well in and around the school. In lessons, they are usually attentive and try hard to do their best. Most books are neat and well kept in all subjects. However, at times, pupils become distracted and then their progress slows. This occurs when they are sitting on the floor in a very small space, and they find it difficult to stretch their legs or move to a more comfortable position. The very few pupils who present challenging behaviour are managed well by staff.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that a trusted adult is always at hand to listen to them. Pupils have a good understanding of how to keep themselves safe in a wide range of situations, including when using the internet.
- Pupils have a good awareness of different forms of bullying, including physical, homophobic and cyber bullying. They say that bullying is very rare but if it happens, it is dealt with swiftly and effectively. A range of parent workshops have led to an increased awareness of all aspects of bullying and helps them to support their children in understanding what is meant by the word 'bullying'.
- The school's arrangements for keeping pupils safe are thorough. Leaders carefully review the risks that pupils may encounter on the school site, and during visits to other places, and take appropriate action when necessary. All staff have had training at the required level to protect all pupils, particularly those whose circumstances might make them vulnerable. The school's procedures are followed rigorously and show staff to be alert to any problems that may arise.

- Most parents who responded to the on-line Parent View and those who spoke to inspectors, say that pupils are safe in school. Staff also say that pupils are kept safe.

The quality of teaching is good

- Observations of the learning in classrooms, school records and pupils' work in their books show that the quality of teaching has improved and is typically good and sometimes outstanding. As a result, pupils' progress is rapidly improving.
- There is a good atmosphere for learning throughout school. Relationships between teachers and pupils are warm and respectful. Teachers consistently praise pupils for their effort and contributions, and this helps to raise their self-esteem. The development of display as a source of information, and a resource to guide pupils as they learn, is successful.
- Teachers use their subject knowledge well and confidently teach lessons that stimulate pupils' imaginations. They use questioning effectively to challenge pupils to think through questions and explain their answers in detail. This was seen in a Year 6 writing lesson when pupils explored how to use different vocabulary to add interest to their poems. Pupils were fully engaged in this lesson and spontaneously shared their ideas.
- The most-able pupils are taught well. Teachers provide them with challenging work and consequently they make good progress.
- Pupils' books are regularly marked and all staff follow the school policy. Useful comments give pupils clear guidance about the good features of their work and how they can improve. The 'Pupil Presentation Promise' ensures that pupils present their work neatly and read and respond to the good advice given.
- Disadvantaged pupils, disabled pupils and those who have special educational needs, receive good support. These pupils have carefully planned tasks that meet their specific needs. Support staff have a good understanding of how far they should provide direct help for pupils without doing too much for them.
- Reading is taught well through daily reading sessions that focus on pupils developing their understanding of the texts they are reading while improving fluency and expression when reading aloud. Younger pupils make good use of their phonic skills (matching letters to the sounds they make) to read unfamiliar words. Pupils develop a real interest in reading and this results in higher levels of attainment than in other subjects.
- The teaching of writing is mainly good, and pupils are given a wide and interesting range of subjects to write about. Teachers provide pupils with useful prompts and guidance on how to set out their work and there are good opportunities for them to write extended pieces of writing. However, pupils make too many errors in grammar, punctuation and spelling, which teachers do not always address as quickly as they should.
- Basic mathematical skills are taught well and most pupils are competent and confident. However, the work given to the lower and average ability pupils is not always challenging enough and opportunities for them to use and practise these skills in other subjects is not systematically planned for. This means that their progress, although good, is not as fast as it could be.

The achievement of pupils is good

- Achievement has improved since the last inspection and standards are rising because leaders have taken effective action to increase the rate of pupils' progress. In 2014, by the end of Year 6, pupils' attainment was well above average in reading and average in writing and mathematics. Pupils' work, school data and lesson observations indicate that current pupils are achieving well in all year groups and that attainment by the end of Year 6 will be higher, particularly in mathematics.

- The school has focused successfully on accelerating the progress of the most-able pupils in each year group, particularly those who joined the school with above-average levels of attainment. In each class, they are given work that stretches them and encourages them to think more deeply or imaginatively. They respond well and, consequently, the most-able pupils achieve well. This year over a half of the current Year 6 pupils are expected to attain the higher levels in reading and mathematics.
- Pupils are making good progress over time in mathematics. Pupils clearly enjoy this subject and their books show that they have a good understanding of all aspects of mathematics. However, at times the lower ability and average ability pupils would make faster progress if more demanding work was expected of them and they had more opportunities to apply their mathematics knowledge in other subjects.
- By the time they leave the school, most pupils read confidently and with good understanding. They read regularly in school and at home, and speak with enthusiasm about a range of different authors.
- Last year, disadvantaged pupils in Year 6 were almost three terms behind other pupils in the school in reading and mathematics and around two terms behind in writing. When compared with other pupils nationally, disadvantaged pupils were approximately one-and-a-half terms behind in reading and writing and two terms behind in mathematics. In comparison with other pupils nationally, disadvantaged pupils made slightly slower rates of progress in reading, writing and mathematics.
- Current assessment information shows that disadvantaged pupils make the same good progress as their classmates in reading, writing and mathematics, and the gaps between their attainment and the others are narrowing in all subjects.
- The school provides well for disabled pupils and those who have special educational needs. Teachers keep a close check on pupils' learning, whether they are working with the rest of the class or under the direction of teaching assistants. Consequently, these pupils achieve well, whatever their starting points.
- Although achievement is good in writing, attainment is not as high as in reading and mathematics. This is because pupils do not have secure grammar, punctuation and spelling skills. Errors such 'The fairy cakes what my mum and me made...' and 'there books' lower the standard of what are otherwise, imaginative and interesting pieces of writing.

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	112532
Local authority	Derbyshire
Inspection number	462028

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair	Tony Buckingham
Headteacher	Martin Edge
Date of previous school inspection	3 June 2015
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