

Clinton Primary School

Caesar Road, Kenilworth, Warwickshire CV8 1DL

Inspection dates

21–22 May 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher is unwavering in his determination to provide the very best school experience possible for every pupil. Leaders, governors and staff have created a strong culture of inclusivity and high expectation.
- Subject leaders make a positive contribution to the high standards achieved by pupils. They provide effective support to colleagues and are astute in their evaluation of where strengths and areas for improvement lie.
- Governance is highly effective. Governors share the headteacher's ambition and passion for pupils to receive an exciting and broad education. Their challenge and support ensure that standards in the school remain high.
- The curriculum is exceptional. It is rich, extensive and exciting. It meets the needs and interests of all pupils extremely well. The wide range of extra-curricular activities contribute enormously to pupils' academic, personal and physical development.
- Teachers have excellent subject knowledge. They use this to plan stimulating and purposeful activities. High levels of challenge and regular assessment ensure that pupils achieve extremely well in all subjects.
- Pupils' enjoyment of school is reflected in their above-average attendance.
- Pupils' behaviour is impeccable and their attitudes to learning are exemplary. They are respectful, sociable and very kind to one another.
- Pupils show high levels of maturity at all times. They readily and enthusiastically take on additional responsibilities. They carry out their roles and duties diligently and sensibly.
- Pupils attain highly at the end of each key stage. An above-average proportion of pupils reach the higher standards in reading, writing and mathematics at both key stages 1 and 2.
- Children in the early years make good progress. Effective teaching and high levels of care and nurture ensure that children get off to a strong start at school. The foundations for excellent behaviour, clear communication and confidence are all laid in the Reception class.
- Leaders do not make sufficient use of information available from feeder nurseries to inform their initial assessments of children. Some areas of the early years curriculum are not checked well enough for progress.
- The school is highly inclusive and embraces diversity. Leaders ensure that a deep respect for, and understanding of, others is threaded throughout the school.

Full report

What does the school need to do to improve further?

- Further strengthen the effectiveness of leadership and management of the early years by:
 - gathering and utilising all evidence available on entry to help inform children’s starting points
 - capturing children’s progress more precisely in the wider areas of learning.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher leads the school with passion and determination and shows relentless ambition for all pupils. He is ably supported by committed subject leaders, staff and governors who share the vision to provide a unique and personalised school experience for every pupil. As a result, pupils excel in all aspects of their development.
- Leaders' self-evaluation is honest and accurate. It is based on a deep and detailed knowledge of teaching and pupils' performance. A comprehensive action plan is presented and reviewed systematically in governing body meetings. It is rightly focused on the key priorities for the school, and objectives identified are aspirational and ambitious.
- Leaders monitor classroom practice regularly in a collaborative and supportive way. 'Goals' set for teaching and support staff are negotiated and discussed with individuals. They are based on adults demonstrating outstanding practice and meeting pupils' needs. Support and training are provided to ensure that these goals are fully met. Goals are revisited and adjusted accordingly following scrutiny and analysis of pupils' progress. Staff are encouraged to be reflective. This enhances the quality of their teaching.
- Subject leaders make a significant contribution to the quality of teaching and pupils' academic development and welfare. They are very knowledgeable and highly skilled. They lead training in their respective subject areas and have a secure understanding of the impact of training provided. Their comprehensive knowledge of assessment information and detailed knowledge of each pupil ensure that they intervene swiftly, when needed, to provide additional support.
- The curriculum is innovative and exciting. All national curriculum subjects are taught, including some by specialist teachers. Music teaching, for example, is exceptional. All pupils learn to play a musical instrument and, accordingly, the school has an impressive school orchestra which plays regularly in assemblies. Thought-provoking questions act as powerful starting points for termly topics, for example 'What made Ancient Greece such a powerful civilisation?' A cross-curricular approach ensures that pupils utilise their literacy and numeracy skills consistently in all topic work.
- Pupils benefit greatly from rich experiences that enhance their wider learning, such as school trips, clubs and visits from a wide range of guest speakers. A vast array of stimulating activities contribute hugely to pupils' wider skills and experiences. Leaders have very clear intentions for these activities, which link successfully to specific aspects of the curriculum. For example, pupils went to France to visit the D-Day landing beaches following their project work on the Second World War.
- Additional funding for disadvantaged pupils is used effectively. There are only a very small number of pupils eligible for support through pupil premium funding but leaders have a strong understanding of these pupils' needs and check the impact of their actions to support them. Personalised targets are set and reviewed every 20 days. This ensures that pupils' progress is carefully monitored and pupils do not fall behind.
- The physical education and sport premium funding is used extremely well to promote

pupils' health and fitness. High-quality teaching, together with an extensive range of sports clubs, contributes to pupils' well-being. Leaders carefully monitor the uptake and attendance at clubs to ensure that all pupils benefit from the opportunities available.

- Pupils' spiritual, moral, social and cultural development is of high quality and at the heart of the school's culture. Diversity is celebrated. Tolerance and respect are core values. Pupils learn about other faiths and beliefs and show a good understanding of these. Through the school's skill-based values approach, pupils are well prepared for life in modern Britain.
- Parents and carers are extremely supportive of the school. They are overwhelmingly positive about the leadership and teaching at Clinton Primary. Many parents commented favourably on the school's clear focus on diversity, inclusion and individuality and appreciate that staff work collaboratively with parents. All parents agree that their children are safe and well looked after at school.

Governance of the school

- Governors share leaders' high level of commitment and enthusiasm for excellence. They are highly skilled and provide a good level of support and challenge to leaders.
- Governors have an accurate knowledge of the school's effectiveness. They visit the school regularly and this helps them understand how well pupils are learning. Link governors meet regularly with subject leaders to gain a greater insight into the effectiveness of middle leadership.
- Governors have a strong understanding of assessment information and how well pupils are achieving.
- Governors have a very secure overview of how school funding is spent to support pupils' education. They are very well informed about the impact of leaders' work to support vulnerable pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils' welfare is at the heart of the school's work. Pupils are very well cared for because adults take time to know them and their families well. This supports the nurturing and safe environment that pupils and parents value highly.
- All staff have received relevant safeguarding training. Visitors, such as the National Society for the Prevention of Cruelty to Children, lead assemblies and reinforce key safety messages for both pupils and staff. Staff also receive regular briefings from the headteacher with regard to any incidents or recent updates to legislation.
- Leaders ensure that policies and procedures for safeguarding are highly effective. Staff use their detailed knowledge skilfully to identify any concerns about a pupil, no matter how insignificant they may seem. As one midday supervisor put it, 'You can never be too careful.' All concerns are referred to the headteacher, who takes prompt action or seeks further advice from external agencies.
- Leaders place great importance on teaching pupils to keep themselves safe. Online

safety is a particular strength. 'E-safety cadets' are on hand to provide advice and assistance if needed. Pupils are confident that adults will support them if they are worried about anything.

Quality of teaching, learning and assessment

Outstanding

- Teachers make learning memorable and interesting. They have high expectations and create opportunities for pupils to use their own ideas and work independently much of the time. Teachers' subject knowledge across the curriculum is excellent. They consistently use subject-specific vocabulary across subjects and expect pupils to do likewise.
- Lessons are planned and sequenced very effectively. Work is set at the right level for pupils of different abilities and appropriate resources are used to provide additional support where needed. As a result, pupils engage in their learning very well and have extremely positive attitudes to learning. This enables all pupils to achieve very well.
- Teachers and teaching assistants use questioning skilfully to challenge pupils to think deeply about their learning. They listen carefully to pupils' responses, giving them time to formulate their thinking and explain their ideas. As a result, pupils' communication and reasoning skills are at an advanced level.
- Reading is taught and promoted effectively throughout the school. Pupils enjoy reading and read regularly at school and at home. Pupils are supported strongly in developing the skills that they need to read and understand texts. Well-stocked reading areas in classrooms and the school library provide a wealth of good-quality literature. Phonics is taught effectively and younger pupils use their phonics skills very well to read difficult or unfamiliar words. Consequently, pupils make exceptional progress in reading.
- Writing is taught extremely well across the curriculum. The quality of writing seen in pupils' books is impressive. Teachers encourage pupils to plan, draft and edit their writing carefully. Due attention is given to pupils' use of grammar and punctuation and pupils regularly practise spelling to enhance the accuracy and quality of their writing. Writing for different audiences and for a real purpose makes writing activities interesting and relevant. For example, Year 1 pupils came up with questions to ask a visitor from the Royal National Lifeboat Institution, while school council members submitted a bid for funding to renovate their school pond.
- The teaching of mathematics skilfully develops pupils' understanding of number and how to solve mathematical problems. Staff challenge pupils to think and explain their reasoning. Pupils also apply their mathematical skills in topic work. For example, pupils in Year 2 were challenged to find out how many penguins were in a penguin pyramid if there were five rows, as part of their topic on 'How does the weather affect how we live?'
- Teaching assistants make a good contribution to pupils' progress. They skilfully support pupils' learning in and outside of classes. As a result, pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils make strong progress from their starting points.
- Teachers regularly assess and mark pupils' work in line with the school's policy. Pupils respond to feedback provided and often evaluate their own efforts and levels of

resilience. This demonstrates the ownership pupils have of their learning that school leaders desire.

- Pupils receive regular and challenging homework that is appropriate to their age. Teachers mark and monitor work completed. Parents are highly supportive and work set ensures that they are kept well informed about what their children are learning in school. Pupils are very conscientious and most complete their homework well. A homework club is provided for disadvantaged pupils to support them.
- Pupils take pride in their work and work extremely hard in all classes. This is reflected in the high standards of presentation in their workbooks. Pupils' handwriting is neat and cursive. Vibrant displays in classrooms and around the school celebrate pupils' efforts in a range of curriculum subjects.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The confidence and self-assurance of pupils have a strong impact on their academic and personal progress. Pupils are mature, articulate and reflective. As a result of the values-based approach to learning, pupils understand how their learning equips them for the next stage of education and the contribution they can make to society.
- Leaders ensure that pupils' personal development and well-being are afforded the same high level of attention and importance as their academic achievement. Opportunities to join the school orchestra, participate in school performances and take on additional responsibilities help build pupils' confidence and character.
- Relationships between adults and pupils are excellent. Adults are extremely positive role models and have high expectations of pupils' behaviour. This helps pupils feel at ease and enables them to value their time at school. Pupils are thoughtful, caring members of their community.
- Pupils benefit from having a wide range of responsibilities. Each year group allocates pupils jobs to help out their class. Older pupils run clubs, including sports, art and computing. At breaktimes, pupils also teach younger pupils playground songs and act as 'playmakers' to engage pupils in games. Peer mediators, school council members, assembly monitors and school newspaper editors are just a small number of the extensive wider roles pupils take on.
- Pupils show an excellent level of respect and tolerance towards each other and towards adults. They have a mature understanding of diversity, inclusion and collaboration. As one pupil put it, 'We are all different but we should be treated equally.'
- Pupils display a well-informed understanding of healthy lifestyles. They know that a healthy diet, exercise and sleep are all key components to physical well-being. They also have a sophisticated understanding of how to maintain good mental health. Pupils described the importance of getting outdoors frequently, meeting others and having interests and hobbies to reduce the risks of depression.
- Pupils enjoy attending the before- and after-school club. They are well cared for in the club and make good use of the technology and sports activities offered. The club

provides a valuable community resource for parents and an opportunity for pupils to socialise with different age groups.

Behaviour

- The behaviour of pupils is outstanding.
- Throughout the school, pupils behave warmly and compassionately towards each other and all adults. As one pupil commented about a classmate when watching a game of football at lunchtime, 'He's not only a good goalkeeper, he's a good friend.' Older pupils show high levels of care towards younger pupils and are protective and supportive towards them at playtimes and lunchtimes.
- The overwhelming majority of staff, pupils and parents feel that pupils behave well in and around school. Pupils' behaviour is impeccable in lessons and at breaktimes. They play and work together extremely well. They are polite and courteous to visitors and regularly hold doors open for adults and their classmates.
- School records checked show that there are very few behavioural incidents. There have been no exclusions in recent years, demonstrating the consistently high standards of behaviour across the school. Teachers have excellent strategies for managing the behaviour of the very small number of pupils who exhibit challenging behaviour and have emotional and behavioural difficulties.
- Pupils have a clearly developed understanding of the different types of bullying and what they should do if this happens. They are adamant that bullying is not tolerated and are confident that adults would address any bullying-related incidents promptly and effectively if they were to happen.
- Pupils come to school very regularly and are rarely late. Attendance rates are above national figures and very few pupils are persistently absent. Leaders' strong understanding of their families helps them take sensitive but effective action to improve attendance of all pupils.

Outcomes for pupils

Outstanding

- Pupils attain highly and make strong progress across the curriculum. The school's own information and inspection findings show that current pupils are making rapid and sustained progress across all year groups and in all subjects.
- The work in pupils' books in Years 1 to 6 is of a high quality. Pupils' work shows consistently well-developed knowledge, skills and understanding in a wide range of subjects. Pupils' experiences and opportunities, beyond English and mathematics, are rich and stimulating. Pupils' musical skills are advanced and progressively sophisticated. Topic books show that their historical and geographical skills and understanding are very well developed.
- The proportion of pupils achieving the expected standard in the phonics screening check in Year 1 is well above the national average over time. In the last three years, almost every pupil has successfully passed the check. As a result, pupils are very well prepared for the demands of the Year 2 reading curriculum.

- Pupils in key stage 1 make excellent progress from their different starting points. Over time, the proportions of pupils reaching the expected standards in reading, writing and mathematics have been consistently above national averages. A higher proportion of pupils also reach greater depth compared to the national average year on year.
- Pupils' attainment at the end of key stage 2 in reading, writing and mathematics has remained well above the national average over time at both the expected and higher standards of learning.
- In 2017 and 2018, almost every pupil in Year 6 reached the standard expected in science. This is well above the national average and demonstrates the excellent quality of teaching in the school and high expectations set.
- At key stage 2, pupils' progress in reading has been in the top 20% of all schools for at least two years. Reading is a strength within the school as pupils read widely and often. The school's own assessment information demonstrates that almost all pupils are reading at age-related expectations, with a significant proportion reading above age-related expectations for their age in Years 1 to 6.
- The very small number of disadvantaged pupils and those with SEND within the school achieve well in all subjects. Pupils are provided with effective additional support. This helps ensure that they do not fall behind and that they are well prepared for the next stage of their education.
- The most able pupils make very strong progress. This is because they are challenged well and work set successfully extends their skills and knowledge, especially in English and mathematics. Their progress was above average in 2017 and 2018 compared to other pupils nationally and it was particularly high in reading.

Early years provision

Good

- Most children enter the Reception class with levels of development that are broadly typical for their age. They make good progress and the large majority of children reach a good level of development. This ensures that they are well prepared for life in Year 1.
- Effective teaching and high-quality nurture in the Reception class lay the foundations for the excellent behaviour, positive attitudes and confident pupils seen across the school.
- Children are happy, good-natured and settled. They are familiar with routines, follow instructions well and respond swiftly to staff requests. Staff model high expectations of good behaviour, kindness and consideration. Children use these excellent examples to cooperate, share and play well together.
- Children get off to a strong start and make good gains in their learning, especially in relation to their communication and language skills and personal, social and emotional development. As a result, children are articulate and well-adjusted and demonstrate high levels of independence.
- Relationships between adults and children are caring and skilfully facilitate learning. Adults use thoughtful questions to develop children's understanding and develop their speaking and listening skills. They encourage children to use full sentences when responding to questions.

- Children use their phonics skills well and can apply them to their early writing. Adults help children with opportunities to write. For example, children made notices for the rock and roll disco outdoors and wrote simple sentences with support of the class teacher about different minibeasts.
- The outdoor learning environment is used well to support children's physical development and knowledge and understanding of the world. Children enjoyed searching for minibeasts as part of their topic work and building minibeast habitats.
- From the outset, parents are encouraged by staff to be fully involved in their children's learning, for example supporting their children with early homework. Parents are regularly invited to open afternoons and parents' evenings to see how well their children are doing.
- The leadership of the early years is good. Leaders know the provision's main strengths and weaknesses. While assessment of reading, writing and mathematics are secure, assessment across other areas of learning is not sufficiently strong. As a result, leaders are not aware where provision and children's abilities could be strengthened, for example in technology or being imaginative.
- Transition arrangements for children and their families joining the school are effective. Parents attend an open evening and school council members provide a tour of the school. Children have three taster visits so that they get to know staff and the environment. However, leaders do not make sufficient use of early assessment information available, such as that provided by parents and feeder nurseries, to generate a secure assessment of children's starting points.
- Children are kept safe and their welfare needs are fully met. Safeguarding arrangements are effective.

School details

Unique reference number	125551
Local authority	Warwickshire
Inspection number	10088515

This inspection 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	208
Appropriate authority	The governing body
Chair	Andrew Williams
Headteacher	Sam Pater
Telephone number	01926 852 334
Website	www.clintonprimary.co.uk
Email address	admin2308@welearn365.com
Date of previous inspection	29 May 2018

Information about this school

- This school is slightly smaller than the average-sized primary school.
- The large majority of pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of pupils who are supported by the pupil premium is lower than the national average.
- The proportion of pupils with SEND, including those supported with an education, health and care plan, is below the national average.
- The school manages a before- and after-school club.

Information about this inspection

- Inspectors observed teaching and learning in all classes. Several observations were carried out with the headteacher.
- Meetings were held with the headteacher and subject leaders with responsibility for English, mathematics, the pupil premium, SEND and the early years. Discussions were also held with four members of the governing body, including the chair of governors. Contact was made by telephone with the chair of the local schools' consortium, who represents the local authority.
- Inspectors took account of the 107 responses to Parent View and the free-text facility. Comments made by parents as they brought their children to school were also considered.
- Staff views were evaluated through the 22 responses to Ofsted's questionnaire.
- Pupils' views were collected by talking to pupils during the school day and informally at breaks and lunchtimes.
- Inspectors listened to a selection of pupils read, talked to them about their learning and reviewed their work in a wide range of their workbooks.
- A number of documents were reviewed, including: the school's own self-evaluation; the school development plan; data on pupils' attainment and progress; minutes of governing body meetings; and records relating to behaviour, attendance and safeguarding.

Inspection team

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Her Majesty's Inspector

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