

## Clutton Church of England Primary School

### Inspection report

---

<b>Unique Reference Number</b>	111280
<b>Local Authority</b>	Cheshire
<b>Inspection number</b>	310554
<b>Inspection date</b>	10 January 2008
<b>Reporting inspector</b>	Graham Martin

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>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	49
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Helen Partington
<b>Headteacher</b>	Mrs Barbara Hinds
<b>Date of previous school inspection</b>	17 May 2004
<b>School address</b>	Broxton Road Clutton Chester Cheshire CH3 9ER
<b>Telephone number</b>	01829 782367
<b>Fax number</b>	01829 782119

---

<b>Age group</b>	4-11
<b>Inspection date</b>	10 January 2008
<b>Inspection number</b>	310554

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: how well pupils achieve; how well the school is improving pupils' writing skills and the opportunities the youngest children have for outdoor learning; and how well prepared Year 6 pupils are for transferring from a small year group to a large Year 7. The inspector gathered evidence from: the school's self-evaluation; national published assessment statistics and data; the school's own assessment records; observation of the school and its pupils at work; and discussions with staff, pupils, parents and governors. Questionnaires returned by parents were taken into account. Other aspects of the school's work were not investigated in detail.

## Description of the school

This is a very small school situated in a rural village which is relatively advantaged, although pupils come from the full range of social and economic backgrounds. Very few pupils are from minority ethnic backgrounds or speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below that found nationally, but is higher than this in some year groups. The school holds Investors in People and Basic Skills Agency quality marks. It has been awarded Healthy Schools status and the Activemark for its health and sport promotion.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding primary school. All aspects of its provision are outstanding and as a result pupils make excellent progress in their academic and personal development. It uses its very small size to full advantage. All pupils are very well known to staff and there is a welcoming family feel which reflects fully its excellent partnerships with parents, other local schools and the community. 'My child thoroughly enjoys learning at Clutton; it is the best school for my child' and 'A great school with real community spirit' are typical of parents' comments.

Excellent leadership and management result in a very clear educational direction based on a good understanding of the school's strengths and areas it wants to make even better. Indeed, the high expectations of the headteacher and governors and their desire to continually improve the school mean that some of the judgements it makes about itself are too modest. There is a very strong unity of purpose shared between staff, governors and parents and, increasingly, by the pupils themselves. The headteacher provides an excellent role model for teaching, relationships with others and collaborative working which promotes strong teamwork and has a positive impact on all aspects of school life.

Very high quality care and support for pupils results in their excellent personal development. Pupils enjoy excellent relationships with each other and with adults. They feel safe and confident that any worries or problems will be dealt with well. Efforts to ensure they know how to keep safe and healthy are made fun. For example, pupils enjoy and benefit greatly from the opportunities to develop safe cycling skills and how to minimise personal injuries through a learning link with a local hospital. Pupils enjoy all aspects of school very much, not least the wide range of clubs such as those for sport, drama and art and visits like those to farms and a garden centre. These contribute strongly to the pupils' excellent spiritual, moral, social and cultural development and their very high levels of attendance. Pupils act very responsibly and show concern for others; for example, contributing to community well-being by raising funds on a sponsored walk to build a village play park. These qualities make a very substantial contribution to their excellent preparation for the high school and future economic well-being, as confirmed from a range of evidence including discussions with parents and one of the teachers from the receiving high school.

Pupils' academic achievement is outstanding. They enter school with skills that are broadly similar to those expected for children their age but this varies from year to year because of the very small numbers involved. Children make a very good start in the Foundation Stage and they reach standards that are above expectations by the time they enter Year 1. They do exceptionally well in extending their speaking and reading skills. This very good progress continues in Years 1 and 2. Standards in Year 2 are above average in speaking, reading, writing and mathematics. By the end of Year 6, standards are much higher than average in English and mathematics and have been for a number of years. These standards represent outstanding achievement by pupils from their standards on entry, reflecting the high quality of teaching, positive attitudes and commitment from the pupils, and the strong working partnership with their families. Across the school, progress in writing is noticeably improving as pupils increasingly learn how to act on the very good advice that teachers give that guides them on ways to improve their work.

The quality of teaching and learning is outstanding. Teaching is typified by high expectations of work and behaviour. Teachers set challenging targets for pupils' learning and explain clearly what pupils need to do to achieve them. Parents are keen partners in this process because the

school has engaged with them exceptionally well to explain the importance of aspirational targets. The increasing involvement of pupils in evaluating their progress is helping them become independent, effective learners. Teachers produce displays which show pupils visually how well they have achieved and what they need to do to improve. Pupils therefore know what is expected, act responsibly on the advice given and recognise the value teachers place on their efforts. Pupils' clear understanding of the advice their teachers give accelerates learning in writing, bringing it up to the high standards seen in their speaking and reading skills. Pupils say, 'There is more fun in writing now'. Pupils' progress is checked thoroughly and regularly and very good use of the information is made to ensure that pupils keep on track. The school provides an outstanding curriculum. Teachers adapt activities in lessons very successfully to meet all pupils' needs, including those with learning difficulties. The range of enrichment activities is excellent, especially for such a small school.

The outstanding effectiveness of the school and track record of school improvement demonstrates excellent capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Provision and leadership for children in the Foundation Stage are outstanding. A strong partnership with the part-time outreach nursery that shares school resources benefits the children and their families. The initiative to welcome 'toddler group' children with parents reflects the school's innovative leadership. All children experience a warm welcome and an exceptionally good start to their education. Teaching and learning have outstanding features, especially the way that personal, social, literacy and communication skills are taught. Excellent care, support and guidance enable all children to make very good progress. The children who are capable of reaching the early learning goals set for their age do so; some exceed this level of learning. They achieve particularly well in speaking, listening, numeracy and writing. The children enjoy and benefit from a good range of learning opportunities, including those that are adult led and those chosen by the children themselves. Supervised outdoor learning is well planned to make good use of available resources. Constraints of the building mean that the children lack an area where they can learn outside independently. The school plans to rectify this when funding becomes available.

### **What the school should do to improve further**

- Improve access to outdoor learning spaces for children in the Foundation Stage to increase opportunities for them to learn outside.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

---

**Annex B****Text from letter to pupils explaining the findings of the inspection**

I really enjoyed visiting your school and was very impressed by the calm, orderly way in which everyone in the school goes about their work. I noticed, too, how you and many of your parents felt the same sense of purpose on arriving at the school in the morning. I would like to thank those of you who took the time to talk to me, particularly the school council. I agree with you and your parents who quite rightly feel that Clutton is an outstanding school. These are the main things I found.

- You make outstanding progress and the standards you reach in Year 6 are much higher than average.
- It was very pleasing to see your excellent relationships and behaviour. It is clear that you respect the caring adults who look after you so well.
- Teaching and learning are excellent. The way you are encouraged to think for yourselves about your work and how you could do even better is a particularly impressive feature.
- You really enjoy school. This is because you have excellent learning activities and learn happily with and from each other. You are very knowledgeable about how to live healthily and safely and contribute very enthusiastically to your school and community.
- Your headteacher and the governors lead and manage the school very well indeed.

To help the school to become even better I have asked the headteacher and governors to achieve their goal to provide a space outside where the very youngest children can have an enjoyable place to learn on their own.

Please keep giving of your best.

Thank you once again, and best wishes for the future.