

Clawton Primary School

Inspection report

Unique Reference Number	113143
Local Authority	Devon
Inspection number	325761
Inspection date	17 March 2009
Reporting inspector	Rowena Onions

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	49
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Lucie Field
Headteacher	Chris Wright
Date of previous school inspection	5 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Clawton Holsworthy EX22 6QN
Telephone number	01409 253618
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the impact of school improvement work on achievement and standards in writing
- the use of assessment to increase the rate of pupils' progress
- the impact of the curriculum on pupils' understanding of community.

Evidence was gathered from observation of lessons; scrutiny of pupils' work; discussions with pupils, the staff and several governors; and a scrutiny of school documents and parental questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified. These have been included where appropriate in this report.

Description of the school

The school is much smaller than average. Almost all pupils are of White British origin. Some live in the area around the school, but a sizeable minority live further afield. There are a small number of Traveller pupils on roll. The school provides for children in the Early Years Foundation Stage in a Reception class that also includes pupils in Years 1 and 2.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Clawton is a good school. It has a number of significant strengths. Because they are well taught, pupils achieve well in the Early Years Foundation Stage and throughout the rest of the school. Children enter the Reception class with the expected level of skills and knowledge. By the time they leave Year 6, pupils attain above average standards in reading, mathematics and science. Until recently, achievement in writing has not been as good. Successful improvement to the teaching of writing has changed this. Pupils are now making good progress and are on track to attain above average standards in writing. Pupils with learning difficulties and/or disabilities make good progress. This is due to good quality additional support, which is often provided by teaching assistants. Teachers use their detailed knowledge of individuals to challenge and support them effectively. A particular strength of the school is the provision made for Traveller pupils, which ensures they make good progress.

The pupils are a pleasure to meet. A very significant factor in promoting their good progress is their outstanding personal development. This is, in turn, promoted by good teaching and the excellent care provided. Clawton is a lively, friendly place in which pupils can thrive. Everyone respects, supports and trusts everyone else and this allows pupils to settle to good learning and to try hard. The remark, 'Teachers are helpful and kind' made by one pupil, received very general agreement. It was echoed in the comment of a parent that the school is 'welcoming, caring and safe'. Pupils are active, understanding the need for exercise to stay healthy. They talk well about the need for a healthy diet and what this means, but a few still do not act on their knowledge. They feel secure in class and around the school and know exceptionally well what actions are needed to keep themselves safe. The good, lively curriculum encourages pupils to see the links between what they learn in one subject and what they do in others. The efforts of teachers to make lessons 'fun' strongly develop the great liking of school that is very evident.

Pupils are encouraged successfully to improve their work. Parents are very well informed about their children's progress and how they can support them in making improvements. Parents appreciate this; for example, one comment was 'my daughter is encouraged to strengthen her strengths and work on her weaknesses.' Pupils' progress is monitored well and interventions planned where there is a particular need. The school is currently developing a new approach to the setting of targets for pupils that has the potential to further improve pupils' progress. At the present time, pupils do not always have sufficient input into, and understanding of, the targets set for them. This applies both in individual lessons and for the longer-term improvement of their work.

There is a real sense of community in the school and pupils understand their local community well. Pupils are expected to work and play cooperatively, collaboratively and harmoniously. They live up to this expectation. For example, older pupils in the Key Stage 1 class worked collaboratively with Reception-age pupils in making lists of descriptive words about a puppet. This contributed strongly to the outstanding learning in the lesson. Such social skills, which are further developed in the Key Stage 2 class, enable them to develop their future economic well-being effectively. Their ability to work hard, their self-confidence and the good standards they achieve are other key factors in their preparation for the future.

The school promotes community cohesion through the extensive work that is done locally. Similarly, community cohesion on a more global scale is successfully encouraged through pupils' conservation and charitable work. However, the school's contribution to community cohesion

is no more than satisfactory because there is not yet a formalised approach to the development of pupils' understanding of different communities in Britain. Pupils' spiritual, moral and social development is exceptionally good but they identify for themselves that they have too little experience of other cultures.

There is an ethos of seeking to improve at all levels of the school. The particular strength of the headteacher's leadership is evident in the high esteem in which he is held by both parents and pupils. He has ensured the school has improved well, including upgrades to the accommodation and resources. As a result of the headteacher's firm leadership, the staff, governors, pupils and parents work together successfully to make such improvements. There are strong partnerships with others that benefit the pupils in the school and others locally and nationally. These include the effective support of local schools and national work to develop Traveller education. School self-evaluation is generally accurate, although there is a tendency to underestimate some of the school's strengths. In some cases the areas for development lack a clear focus on pupils' achievement in the criteria for measuring success. Nonetheless, the school has good capacity to advance further because provision and pupils' achievement are improving steadily due to effective leadership.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the school to find a well-planned, well-resourced and welcoming environment. Good teaching and a well-balanced curriculum ensure that they become happy, self-confident learners. Children have good opportunities to work with adults, each other and older pupils, as well as individually. There is an effective balance of adult-directed tasks and opportunity to self-select from a range of activities. Therefore, the children make good progress. Most attain the expected goals by the time they complete the Reception Year. Achievement in their personal development is a particular strength. As in the rest of the school, their welfare is taken very seriously and promoted exceptionally well. The Early Years Foundation Stage is led well and areas for improvement identified and acted on effectively. The school has, for example, rightly identified the need to strengthen the way children's progress over the year is measured and recorded.

What the school should do to improve further

- Develop pupils' input into, and understanding of, target setting to improve their progress in lessons and over the longer term.
- Develop a more formalised approach to building the pupils' understanding of the diverse nature of British society.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

18 March 2009

Dear Children,

Inspection of Clawton Primary School, Holsworthy EX22 6QN

On behalf of the inspectors, I would like to thank you for your very friendly welcome when we came to visit your school. Your school is a good one and the hard work of your teachers, teaching assistants, governors and, in particular, your headteacher is helping it get even better. We think that your hard work is contributing to this. We are glad that you like school and were pleased to see that you know how to keep fit by getting lots of exercise. It was also good to hear that you feel so safe and well looked after.

These are some other things we found about your school.

- you are making good progress in learning to read and write and do maths
- you behave extremely well and you are really good at supporting each other
- you are taught well and have good relationships with your teachers, who try to make your lessons interesting and fun
- you are learning to understand and to play a part in the local and world community
- you want to improve your work and you try hard to do this
- the adults in the school take very good care of you.

We have asked your headteacher and teachers to do two things to help make your school better:

- develop ways to help you make your work better in each lesson and over time
- help you to know more about the ways of life of other people living in Britain.

We are very glad that you like your school and think you are right to do so. We know you want to help your teachers make your school even better. You can do this by working with them to set your own targets for improving your work. We wish you well for the future and know that the children at Clawton School will carry on being 'the stars of the show'.

Yours faithfully

Rowena Onions

Lead inspector