

Clive C of E Primary School

Inspection report

| | |
|--------------------------------|----------------|
| Unique Reference Number | 123469 |
| Local Authority | Shropshire |
| Inspection number | 340348 |
| Inspection dates | 2–3 March 2010 |
| Reporting inspector | Judi Bedawi |

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

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|--|-------------------------------------|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 83 |
| Appropriate authority | The governing body |
| Chair | Mrs Jane Thompson |
| Headteacher | Miss Mary Lucas |
| Date of previous school inspection | 2 November 2006 |
| School address | The Hill Grinshill Shropshire |
| Telephone number | 01939 220385 |
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Introduction

This inspection was carried out by two additional inspectors. The inspectors spent more than half of their time observing learning, including seeing five teachers in 12 lessons or parts of lessons. They held meetings with governors, staff, the school improvement partner and pupils. They observed the school's work, and looked at pupils' books and project work, a range of school documentation, policies, monitoring records and data on pupils' attainment. The inspectors received and analysed 38 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment and progress in English, mathematics and science at Key Stage 2 and the impact of low pupil numbers in Year 6
- the development of the creative curriculum and use of information and communication technology in different subjects
- pupils' views on feeling safe, their healthy lifestyles and the extent of their understanding of wider and global communities

Information about the school

Clive is much smaller than most other primary schools. Pupils come from the village and local rural community. Almost all are white British, with a tiny proportion from other white backgrounds. There are no minority ethnic pupils and none who speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is similar to that in other schools but the proportion of pupils with a statement of educational needs is well below average. Early Years Foundation Stage provision is organised through a mixed age year group. The school has gained many awards, including Healthy Schools Gold, Basic Skills Quality Mark, Eco Schools Silver, and Create It: Information and Communication Technology. Pupil numbers are very small, so national data about achievement and attainment is statistically unreliable, and should be treated with caution.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Clive provides its pupils with a good quality of education so that they thrive personally and academically. The dedicated headteacher eagerly adopts carefully-considered initiatives, fully supported by her staff, which enable pupils to become confident and independent learners. As a result, there is a vibrant learning atmosphere, with an embedded focus on improvement.

Children's attainment on entry to the Nursery and for those starting in the Reception class is broadly in line with age-related expectations in all areas of learning, although there is variability between cohort size and skills year on year. Children make good progress and are well prepared for learning in Year 1. Pupils continue to make good progress across Key Stage 1. End of Year 2 assessments in 2009 were well above average and are on track to remain so. The Year 6 2009 cohort had an unusually high proportion of pupils with special educational needs and/or disabilities. These pupils made good progress from their starting points, especially in mathematics and science. Standards in the current Year 5 are higher with a small minority of pupils already working at or above the expected levels for the end of Year 6. In the current Year 6, good support is helping all pupils attain to the best of their ability.

Teaching is good with a small proportion across the school being outstanding, exemplified in impressive subject knowledge, a cracking pace to learning and challenging questioning. Skilled teaching assistants support pupils well. They have good knowledge of special educational needs and/or disabilities, so these pupils make similar progress to others in their classes. Marking, assessment and target setting are good and help pupils to work independently. Nevertheless, older pupils in particular do not always remember to check their spellings and some written work is untidy.

Pupils love school and find learning fun, so their attendance and punctuality are outstanding, hugely improved since the last inspection. Pupils feel exceptionally safe and well-cared for because staff always listen, acting promptly if they need help. Adoption of healthy lifestyles is exemplary and all pupils have a brisk hill-walk to reach school. They are eager participants in a wide range of sports. Spirituality and tolerance are good, with a clear respect for others and enjoyment of their environment. Awareness of the wider and global community beyond the immediate locality is at an early stage of development.

The headteacher has a sharp overview of the school's effectiveness, and self-evaluation is informed by good monitoring so that leaders are clear about how to continue the drive for improvement. Governance offers senior leaders a good balance of support and challenge. Attainment and progress are good with some exemplary teaching and pupil

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outcomes. There is innovative practice in the sharing of work-planning with parents from Nursery into Year 1. This is an example of the outstanding partnership with parents. Previous inspection issues have been addressed effectively and the school's capacity to improve is good.

What does the school need to do to improve further?

- Further improve pupils' writing skills by:
 - developing older pupils' skills in spelling through extending the phonics work on letters and sounds into Years 3 to 6
 - ensuring that all pupils have access to dictionaries and to the 'prompt boards' currently used in Class 2
 - making sure that pupils' written work is always neatly presented.
- Further develop pupils' awareness of and involvement in community cohesion by:
 - extending opportunities for pupils to understand and experience the wider and global strands of community cohesion
 - establishing links with schools such as those in inner city environments with a more diverse multicultural population
 - further developing resources and use of information and communication technology to explore other cultures, societies and faiths.

Outcomes for individuals and groups of pupils**2**

Pupils say that the headteacher and the staff are 'great'. Pupils proudly discuss their targets and attainment levels, and one echoed others' views by saying, 'I know how well I am doing'. Progress is good across the school from broadly average starting points, with trends over time being above average. A growing number of pupils are making exceptional progress. The dip in 2009 results is clearly explained through high mobility and a lower attaining cohort. However, all Year 6 pupils gained expected levels in mathematics and science, and a third achieved above average mathematics and science results. Pupils are well-motivated and enthusiastic, especially about their outstandingly healthy lifestyles and involvement in a wide range of sports, including cross-country running, with sailing and rock climbing available through the residential experience, a highlight of school life for almost all pupils. Behaviour is good with very sensible awareness in the small playground. From the youngest age, pupils have impressive levels of concentration and independence although a few pupils in Key Stage 2 have to be reminded to listen. They say that bullying is rare and they feel exceptionally safe, because they are taught, for instance, about e-safety and how to be careful cyclists. Pupils have good basic skills and transfer them to other uses, including very good internet and keyboard skills developed from the Nursery onwards. Short animation work by Reception and Year 1 pupils is impressive. However, older pupils have not benefited from phonic work introduced in lower years and struggle with spellings and presentation

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of written work. Independent learning is strong throughout the school and builds pupils' confidence very well. A Nursery child, responding to a mathematical question and asked how he knew the answer, said with a beaming smile, 'Because I am so clever!' The school council is actively involved in decision making and fundraising. Pupils participate in many local community and parish events, but have limited knowledge of communities and cultures beyond their own.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Good teamwork and teaching that holds pupils' interest by being focused on their individual learning are major factors in pupils' good and sometimes outstanding progress. Those needing additional support because they have special educational needs and/or disabilities are able to overcome barriers to their learning well. Lessons progress at a good pace with challenging questions that expand pupils' understanding. Teachers have high expectations of pupils, who respond very well. Lesson planning is clear with a good focus on objectives and on pupil outcomes and targets. Assessment, tracking and marking are good, with teaching assistants fully involved, including in the Early Years

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Foundation Stage. This means that the staff have a good understanding of pupils' progress and are quickly able to put in place the right sort of intervention strategies should individual progress begin to lag. Teachers' subject knowledge is very thorough and their enthusiasm inspires pupils' imagination, motivating them to do their best. Relationships and mutual respect between staff and pupils are superb.

The curriculum promotes creativity well and provides good opportunities for pupils to organise their own learning. For example, in a project on the Second World War, they interviewed elderly villagers about their evacuation memories. Literacy and information and communication technology skills are developed well in a range of subjects. The curriculum is adapted well for pupils with special educational needs and/or disabilities and for those who are gifted and talented. Provision for art, information and communication technology, music and physical education is outstanding. Environmental science makes good use of the hill on which the school perches, and a good range of visits and visitors enhances learning. The school is aware that although it has just established a link to a school in Kenya, it needs to develop more national, global and multicultural opportunities.

Parents say their children are very well cared for and the inspectors agree. Staff know their pupils and families extremely well, and this gives pupils the confidence to make the best of the many opportunities available. As a result, they have a most positive outlook on life and learning. The school has very close links with a wide range of outside agencies so that those whose circumstances make them more vulnerable or needy and their families are extremely well supported. Transition on entry and through the school is well-established. Careful attention is given to enable pupils to feel secure about moving from a small school into a much larger secondary school environment. Staff always listen to pupils carefully, promptly resolving any worries. In its isolated position, the school pays impressive attention to health and safety matters.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher leads by most positive example in teaching and motivating other staff to drive the school forward at a good pace. Senior leaders and middle managers work effectively as a team. Good systems for monitoring and self-evaluation, together with rigorous target setting, have a direct impact on raising standards. Governance has improved well since the last inspection: governors challenge and hold senior leaders to

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close account. Safeguarding is exemplary in all respects, fully meeting current government requirements. Staff are extremely well-trained in latest child protection guidance and fully prepared should there be need. Pupils are also encouraged to be very aware of how to keep safe.

Partnership with parents is excellent: parents are even involved in planning their children's learning. Partnership with other schools is good and continues to develop. The school has gained a number of awards for its good work and provision, including an award established two years ago, 'Create It' for information and communication technology. The promotion of community cohesion is satisfactory. The school has audited its provision well and has good local links, but realises that more needs to be done to develop national and global links. The school promotes equality of opportunity well: all groups of pupils make good progress and know that discrimination is unfair. Resources are used well and finances are wisely managed to provide good value for money.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Provision is good, enabling children to get off to a positive start to their learning. All staff are skilled in understanding how young children learn and this ensures that they thrive in the imaginative environment. Although space is limited, good use is made of the area available, including the much improved secure and canopied outdoor environment. Teaching is good and occasionally outstanding, enabling children to make good progress. There is a good balance of activities led by adults and initiated by

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children themselves. By the end of the Reception Year, children are working at average levels of attainment, with increasing numbers above average. They are happy and eager learners who respond well to the good opportunities to develop their independence. Children are making very good progress in linking sounds and letters to identify and read simple words and the youngest children are gaining a good grasp of numbers. Children have good relationships with their teachers and each other, and say they have many friends. The attention given to children's well-being and safeguarding is exemplary, with frequent liaison between staff and parents, who are fully involved in their children's learning. Leadership and management are good. Effective daily assessment and regular use of data enable staff to check individual learning and progress.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Of the parents who responded, all said that their children enjoy school, that they are safe and lead healthy lifestyles. They all think, rightly, that teaching is good and that the school is well managed and led. They feel that their suggestions and concerns are addressed and they are happy with their children's education. A very few parents had some concerns about their children's progress, including that of gifted and talented pupils and about transition arrangements. Inspectors agree with parents' very positive views but found no evidence to support the very few concerns raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clive CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 38 completed questionnaires by the end of the on-site inspection. In total, there are 83 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 26 | 68 | 12 | 32 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 30 | 79 | 8 | 21 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 23 | 61 | 13 | 34 | 2 | 5 | 0 | 0 |
| My child is making enough progress at this school | 21 | 55 | 13 | 34 | 3 | 8 | 0 | 0 |
| The teaching is good at this school | 18 | 47 | 19 | 50 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 16 | 42 | 20 | 53 | 2 | 5 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 25 | 66 | 13 | 34 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 21 | 55 | 13 | 34 | 3 | 8 | 0 | 0 |
| The school meets my child's particular needs | 20 | 53 | 17 | 45 | 1 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 22 | 58 | 14 | 37 | 1 | 3 | 0 | 0 |
| The school takes account of my suggestions and concerns | 22 | 58 | 15 | 39 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 25 | 66 | 13 | 34 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 27 | 71 | 11 | 29 | 0 | 0 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 March 2010

Dear Pupils

Inspection of Clive CofE Primary School, Grinshill, SY4 3LF

We would like to thank you for giving us such a very warm welcome when we visited your lovely school recently. You go to a good school and you told us why you enjoy it so much. You particularly like using computers, mathematics, going on residential activity visits to Arthog, feeling extremely safe and happy and taking part in lots of sports. We can see that you work hard all the time and that you love learning.

You make good progress because your teachers and teaching assistants do a good job in helping all of you to learn. Your behaviour and attitudes are good and you play sensibly at break times in your small playground. Your attendance is excellent and has improved. Well done! Your attainment is better than that of pupils in most other primary schools.

I have asked your teachers to make sure that you older pupils improve your writing by always spelling correctly, using dictionaries or prompt boards, similar to those used in class 2 and that your written work is always kept neat and tidy. I have asked your headteacher to find interesting ways to further develop your awareness and involvement in communities and cultures beyond your own community.

I am sure that you will always find learning fun at Clive and rise to the challenges you will have in the future.

Yours sincerely

Judi Bedawi

Lead inspector

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