

Claverley CofE Primary School

Inspection report

Unique reference number	123539
Local authority	Shropshire
Inspection number	380682
Inspection dates	8–9 February 2012
Lead inspector	David Evans

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair	Charles Carver
Headteacher	Alice Middleton
Date of previous school inspection	20 September 2006
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Age group	4–11
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Introduction

Inspection team

David Evans

Additional inspector

This inspection was carried out with two days' notice. The inspector observed five teachers and nine lessons, which constituted four and a half hours of inspection time. Two of the lessons were joint observations with the headteacher. In addition, the inspector made short visits to a few sessions where support is provided by teaching assistants and two assemblies. Meetings were held with two groups of pupils, the Chair of the Governing Body and school staff, including senior and middle managers. Parents and carers were met informally during the inspection. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. The inspector observed the school's work and scrutinised samples of pupils' work, teachers' planning, the school's systems for tracking pupils' progress, the recently revised self-evaluation and school improvement documents, curriculum and safeguarding documentation. In addition, the inspector took account of responses to questionnaires from 63 parents and carers, 14 staff and 55 pupils.

Information about the school

This is a smaller than average size primary school serving the village of Claverley. However, in recent years the school has taken an increasingly large number of pupils from further afield. Almost all pupils are from White British background with a very few from minority ethnic groups. Although the percentage of disabled pupils and those with special educational needs is below that found in most schools, numbers have increased markedly in recent years and the percentage of those supported at School Action Plus and with a statement of special educational needs is much higher than at the time of the last inspection. The proportion of pupils known to be eligible for free school meals is below average. The school exceeds the current floor standard. Awards include the Activemark and the International Schools Award and the school has acquired the gold Healthy Schools status.

At the time of the inspection one teacher was on long-term sickness absence and a supply teacher was covering this role.

There is a nursery on the school site which is not managed by the governing body and is subject to a separate inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Claverley CofE Primary School is a good school which meets the needs of all pupils, including disabled pupils and those with special educational needs.
- Pupils make good progress and achieve well although not enough pupils are yet reaching the higher national curriculum levels.
- Good teaching ensures that pupils work well and enthusiastically. Marking is regular, but does not always show pupils how to improve their work or what to do next. Pupils are not regularly involved in target-setting.
- Progress is tracked carefully. Progress information is used effectively to plan interesting lessons that engage and motivate pupils, but challenge for pupils of higher ability is inconsistent.
- Most pupils feel safe and behaviour is good. On the rare occasions that bullying occurs most pupils say it is dealt with very well. Strong relationships with adults in school enable pupils to seek help if they have any concerns. Over time pupils develop qualities that will support them as they move on and prepare them to become good citizens.
- Teaching and the curriculum have a positive impact on pupils’ spiritual, moral social and cultural development. Pupils know right from wrong and consider that they ‘look out for one another’.
- The school promotes many aspects of personal development well, but pupils’ awareness of the wide range of cultures and religions present in Britain is comparatively limited.
- The headteacher provides ambitious and committed leadership. Leaders and managers evaluate the school’s performance, implement initiatives accurately and improve pupils’ progress and achievement. Maintaining the focus on improving teaching and learning is a key priority and central to accelerating pupils’ progress and raising their attainment.
- Parents feel that children are safe and looked after well. Pupils are happy because they enjoy their activities and experiences. Attendance is above average.

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What does the school need to do to improve further?

- Raise attainment and accelerate the progress of pupils in both key stages by:
 - maintaining the focus on improving teaching and learning
 - ensuring that more pupils reach the higher levels in their work
 - engaging pupils regularly in the target-setting process so that they obtain a clearer understanding of what they need to do to improve their work and how to achieve their target.

- Better promote pupils' understanding of the cultural diversity in the United Kingdom.

Main report

Achievement of pupils

Achievement is good and positive attitudes are exemplified through interest, enjoyment and excitement in lessons. When children start in the Early Years Foundation Stage their overall skills and abilities are below those typical for their age. They make good progress and attainment is broadly average when they move to Year 1. This is because of a well-resourced learning environment and good teaching. The proportion of pupils making expected levels of progress in English and mathematics is well above the national average, but pupils do not perform as well at the higher levels. Pupils apply themselves with enthusiasm and develop skills across the curriculum. In a Year 3/4 English lesson, groups researched facts from science books, confidently exploring facts about the human body and sharing findings enthusiastically. In a Reception and Year 1 lesson, pupils displayed a variety of skills in exploring their forest school. They listened carefully to instructions and identified different birdsongs. They had fun and always ensured that they stayed safe. Most parents and carers consider that the school helps their children to develop skills in communication, reading, writing and mathematics, and nearly all pupils agree.

By Year 2 pupils' attainment in reading is securely average and above average by Year 6. Young readers talk about spelling patterns in words with increasing awareness and accuracy. Pupils with special educational needs make good progress in reading because interventions are well taught. The effective teaching of letters, sounds and words in both the Early Years Foundation Stage and in Key Stages 1 and 2 is helping to extend children's experiences of 'tricky words' that have more complex letter blends. Parents and carers report how pleased they are with their children's progress in reading and understandably they feel that the overall quality of teaching is good.

There is little variation in the achievement of different groups and the gap between boys' and girls' achievement in reading has narrowed considerably. This is because pupils who may be falling behind, including disabled pupils and those with special educational needs, are identified quickly and receive specific additional support which

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is tailored to their needs. Pupils, including the boys, enjoy reading and have developed the skills to read for sustained periods. The well-stocked library inspires pupils to read a wide range of genres. Even the younger pupils can use prior learning, including sounding out words, to tackle unfamiliar words and more-able children in Reception are already reading simple books and writing simple sentences.

Quality of teaching

The quality of teaching has improved, resulting in good behaviour and positive attitudes to learning. A number of common strengths are seen in the more successful lessons. Positive relationships between teachers and pupils are fully established. Teaching assistants provide an effective layer of extra support, particularly for those who find learning difficult. New skills build well on prior learning. Staff are effective in knowing when to intervene and interact with pupils to enhance their learning. For example, they develop pupils' language well through effective questioning and commentary while working alongside them. The use of success criteria in some lessons is improving pupils' understanding of what they are learning.

Pupils have regular opportunities to discuss and share their ideas with their peers and to check each other's understanding. However, the use of assessment information to identify the steps pupils need to take to accelerate progress is limited, pupils are not always supported effectively in knowing how to improve their work and they are not involved fully in target setting.

When planning and teaching are at their best, the impact on pupils' progress is significant, such as in Year 6 where pupils develop their ability to read, comprehend and explain various written pieces in specific groups. With very skilful prompting from the class teacher and teaching assistant, pupils considered various arguments and shared interpretations. They made good progress in their speaking, listening, reading and thinking skills. This lesson confirmed what pupils can do when expectations are high and the teaching is imaginative and typically made a significant contribution to pupils' spiritual, moral, social and cultural development. Where teaching is less strong, tasks for higher-ability pupils across the curriculum lack pace and challenge, which restricts their ability to work independently and use their thinking skills. Occasionally worksheets are used too often, impeding the development of pupils' extended writing skills.

Behaviour and safety of pupils

Pupils are clear about how they should treat each other and their teachers. They say that they feel safe in school and uphold the school's high expectations. Pupils have a good understanding of the risks posed by computers and mobile phones, and know how to keep themselves safe.

The inspector observed pupils behaving in an exemplary manner. During break times pupils played happily together and several carried out their duties as playground buddies extremely sensibly. Many pupils think that behaviour is good most of the

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time. A minority of parents and carers say that a small number of pupils do not always behave well, but the vast majority feel that there is a good standard of behaviour in the school, a view supported by inspection findings. The school has successfully implemented strategies to tackle ill-discipline and pupils who have difficulties managing their behaviour are supported to improve. School records confirm that the situation has improved significantly. However, the school recognises that parents and carers would benefit from receiving information about how the school deals with unacceptable behaviour.

Pupils consider incidences of bullying are rare. Through the planned curriculum and assemblies, they know about the different types of bullying, including homophobic name-calling, racist and cyber bullying. The majority of pupils demonstrate a good understanding of what they should do if they are being bullied and most are confident that any issues will be dealt with effectively. A minority of parents and carers do not have such confidence in the school's arrangements. Inspection evidence shows that effective arrangements have been put in place to deal effectively with any issues which arise. Above average attendance levels over several years reflect pupils' positive attitudes to the school and their learning.

Leadership and management

The school benefits from established leadership that is committed to raising academic standards within a safe and caring environment. Staff work together well to support this vision and there is a determination to accelerate progress and improve outcomes for pupils. Well-targeted professional development has improved teaching and established a clear vision for learning. Leaders have supported teachers through focused classroom observations. The governing body provides good support and challenge to school leaders to help drive improvement and meets its statutory responsibilities. It has an effective committee structure for monitoring as well as allocated responsibilities to support leadership and the curriculum. Effective relationships throughout the school mean that every pupil is known by all the adults and their needs addressed on an individual basis, so all have opportunities to succeed. There is no evidence of discrimination of any kind. Members of the governing body and school leaders are all actively involved in monitoring the well-being of pupils and safeguarding requirements are met, together with duties to promote equality.

Assessment systems have been revised to be more accessible and appropriate to use by teachers. The curriculum is good. It is broad and balanced with a wide range of extra-curricular opportunities. The school has spacious grounds which support sporting activities. Pupils' spiritual, moral, social and cultural development is good. This is evidenced throughout the school through the harmonious relationships and the thoughtful and understanding attitudes that pupils show to each other. The school is aware that pupils have limited contact with, or experience of, people from a range of different cultures and religions.

Self-evaluation shows that the school has a good understanding of its strengths and

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priorities for continuing improvement focused on raising standards. The consolidation of the strengths noted in the last inspection, accompanied by the improvements in pupils' progress and achievement, demonstrates a good capacity for sustained improvement.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



10 February 2012

Dear Pupils,

Inspection of Claverley CofE Primary School, Wolverhampton, WV5 7DU

Thank you for welcoming me to your school and sharing your views with me, both in person and through filling in questionnaires. You go to a good school.

I particularly enjoyed talking to you about your school and your work. You are enthusiastic learners and you make good progress, including those who find learning more difficult. You make good progress as a result of good teaching and teachers make lessons fun and are well supported by the other adults in class. I was impressed by your politeness and the care you show for one another so that you behave well most of the time and feel safe. Your attendance is also praiseworthy.

Your teachers are working effectively to improve the school. I have asked them whether you can make faster progress and I have also asked your teachers to do their best to help you reach even higher levels than you do now in English and mathematics. I would like all of you to have regular opportunities to work more closely with your teachers in reviewing your work and creating targets that will help you to focus on the things you need to do to improve your work.

I also want the school to give you more opportunities to learn about the life and experiences of people in other parts of the country.

You can help by continuing to do your very best for your teachers and headteacher as they work hard to develop your school even further.

Best wishes for the future.

Yours sincerely,

David Evans
Lead inspector

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