

Claybrooke Primary School

Inspection report

Unique Reference Number	120140
Local Authority	Leicestershire
Inspection number	358701
Inspection dates	30 November 2010–1 December 2010
Reporting inspector	Christopher Parker

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair	Caroline Stott
Headteacher	Jo Blackburn
Date of previous school inspection	7 November 2007
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Introduction

This inspection was carried out by two additional inspectors. Twelve lessons, taught by five teachers, were observed. Meetings were held with pupils, the headteacher and the Chair of the Governing Body. The inspectors looked at records of the pupils' progress, lesson plans, some of the school's policies and a sample of the pupils' work. Questionnaire responses from staff, pupils and 28 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

How effective have improvements in teaching and assessment been in increasing the rate of pupils' progress in writing?

- How robust is the governing body in holding the school to account?

Information about the school

This is a much smaller than average primary school. The pupils are taught in four classes. A much smaller proportion of pupils are known to be eligible for free school meals than in most schools. The pupils are predominantly from White British backgrounds and all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is slightly smaller than average.

The school has been awarded National Healthy School status.

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

This is a good school. Over the last few years, it has made sustained improvements. The teaching of writing has improved and with it the rate of pupils' progress has increased. As a result, attainment has risen and is now above average at the end of Year 6. The pupils have a good range of opportunities to write in many contexts and their work is attractively displayed, highlighting the value placed on the quality of their writing. The headteacher has developed very thorough and rigorous systems for recording and checking each pupil's progress. These records show that pupils' progress in reading and writing is now faster than in mathematics. This is because the high level of consistency in the teaching of writing - resulting from training and robust monitoring - is not being consistently matched in mathematics, where there are some variations in expectation, and the tasks that the teachers set for pupils are not always as well matched to the needs of all groups within the class as they are in writing.

The improvements have been achieved through the headteacher's determined leadership of the staff, who share her desire to provide all of the pupils with a good range of opportunities to make good progress. An excellent and very productive partnership with local schools has also played an important role in supporting these improvements. Shared priorities for improvement have allowed the school to participate in training and development that would have been difficult to achieve on its own. The positive impact of the partnership is evident in many aspects of the school's work, from governance to subject leadership, and teacher training to pupil representation on the area school council.

The children in the Reception class make good progress through a wide range of activities, both ones that are led by adults and those that they choose themselves. Activities flow freely from indoors to the outside area. However, the adults do not always capitalise on the opportunities for learning in the outdoor area.

The pupils say they greatly enjoy school and, as a result, levels of attendance are high. They are gaining a good understanding of the world beyond the rural location of the school through trips and visitors that enhance the curriculum, giving them a good insight into the lives of people from cultures and religions other than their own. Through the Connecting Classrooms project, the school is developing links with schools in Ghana and Ethiopia. The pupils say they feel safe at school, and their parents and carers unanimously agree that the school keeps them as safe as possible.

The school responded very positively to the last inspection and has raised attainment in writing, improved the quality of teaching, and ensured that the more-able pupils are challenged in lessons. The governing body has used self-evaluation of its own performance to give a sharper focus to its work and to ensure that it holds the school to account robustly. The headteacher and governing body have a clear ambition to bring

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further improvement to the school. Their self-evaluation of the school's effectiveness is accurate, and their action plans place them in a strong position to continue to improve.

What does the school need to do to improve further?

- Accelerate progress in mathematics so that all groups of pupils do consistently well by:
 - making full use of the information that the teachers collect about what pupils already know, to set tasks that meet the pupils' needs
 - ensuring that all groups are consistently challenged throughout lessons.
- Ensure that outdoor learning in the Early Years Foundation Stage is consistently supported and developed so that the children make good progress in the activities that are planned for them.

Outcomes for individuals and groups of pupils

2

Cohorts are small and the children's skills and abilities, when they enter school, vary from year to year. Those children in the Reception Year this year started school with the range of skills and abilities that are broadly expected for their age. The school successfully develops their knowledge and skills as they move through the school. Although attainment at the end of Year 6 fluctuates, there is a clear trend of improvement, most notably in attainment in writing. By the end of Year 6 last year, many pupils were exceeding expectations for their age in English and mathematics.

The pupils are achieving well and making good progress in lessons. The pupils listen attentively and contribute fully to discussions. They concentrate well, and the older pupils are very thoughtful when discussing their own learning. The pupils' good progress in writing was particularly evident in a lesson in Years 3 and 4, where they were developing their skills of writing in paragraphs, and in Years 5 and 6, where the pupils were exploring the differences between writing a newspaper report and a script for television news. The pupils also acquire the basic skills in mathematics at a good rate, but occasionally some parts of mathematics lesson are not tailored well enough to the needs of all groups in the class. As a result, not all groups make consistently good progress. The school's comprehensive assessments show that, because of these variations, progress is not as rapid in mathematics as it is now in English.

The pupils with special educational needs and/or disabilities are well supported by teaching assistants to complete the tasks that they are set by their teachers. This results in most of them making progress that is on a par with that of their peers. Initiatives such as the One-To-One Tuition Programme are also being employed to accelerate the progress of a very few pupils who are not making as much progress as their peers.

The pupils take good advantage of the many opportunities offered to them by, for example, attending many of the sporting activities that the school organises at the end of the day. Strong parental involvement has developed a keenness for cross-country running that has resulted in a number of competitive successes. The pupils have a good understanding of staying fit and healthy, and older pupils are mature and reflective when discussing cultures and faiths, displaying a good knowledge of Hinduism and Buddhism. The pupils develop a good understanding of responsibility, both to their own and the wider

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community, notably through recycling. The older pupils enjoy and value their roles as school councillors, road safety officers and sports ambassadors. Taking on these additional responsibilities in school considerably extends their social development.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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

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

How effective is the provision?

Lessons are lively and interesting, and make good use of technology. The teachers use interactive whiteboards well, making particularly good use of film clips to motivate the pupils, particularly boys, to write. This was illustrated well in an effective English lesson in Years 3 and 4, where pupils were captivated by *The Shirt Machine*. The teacher matched the subsequent work well to the needs of the groups within the class, and guided the writing of one group particularly effectively. In a mathematics lesson in Year 2, the teacher set the pupils interesting challenges that were carefully planned to build on their previous learning. However, on occasions, some parts of mathematics lessons are directed at the whole class, when the content is not applicable to the needs of some groups. Consequently, the progress of those pupils is slower than it would be if they continued to work on what they need to learn.

The pupils' English work is carefully marked, and teachers make helpful comments about how the work can be improved and what the pupils need to learn next. The marking of mathematics, while not as consistently detailed, highlights what pupils need to do to

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improve. Scrutiny of the pupils' mathematics books does show some variation in expectation which is not evident in their English work.

The curriculum is well organised and provides the pupils with good opportunities, for example, to develop their writing skills and their information and communication technology skills in a range of subjects. For example, the pupils in Years 5 and 6 were learning the skills of simple animation before using these new skills to create a persuasive sequence linked to their work in history and English. The curriculum is also enhanced by writing workshops, visits by authors, and activities that enhance their cultural understanding. Partnership links with local schools provide additional opportunities for the pupils, particularly those with gifts and talents. Along with many extra-curricular sporting activities, the school provides many other opportunities such as a newspaper club and ecological activities.

The pupils are well cared for, and are guided and supported in a very positive atmosphere that enables them to feel safe and confident. Provision to help the few pupils who may be more vulnerable successfully allows them to overcome barriers to learning, to improve their behaviour, and make better progress.

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	2

How effective are leadership and management?

The effectiveness of the headteacher is well illustrated by the improvements in attainment, progress and the curriculum. Alongside the headteacher's drive and determination to continue to improve is a well-organised management system that underpins the smooth running of the school. The headteacher comprehensively monitors all aspects of the school's performance and presents the outcomes to governors. As a result, the governing body is very well informed and has a very clear view of the school's strengths and where improvements can be made. The governing body is reflective, having evaluated its own performance and refocused its efforts to ensure that it both supports improvement and holds the school to account for its performance.

The tracking of the pupils' progress is thorough, and analysis is detailed. This provides valuable background for the headteacher's discussions with her staff about the progress of each pupil, and a clear insight into what the school needs to do to improve and to raise pupils' attainment further. Detailed evaluations of how well boys, girls and those pupils with special educational needs and/or disabilities are doing illustrate well the school's successful work to promote equality of opportunity. The school has very positive relationships with parents and carers, who appreciate the wide range of information they receive. Parental views are sought and acted upon.

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The school gains excellent benefits from its commitment to, and involvement in, a partnership with a number of schools in the area. Shared interests and areas for development allow the school to engage in activities for staff development and to enhance the curriculum for the pupils. In both cases, many of these opportunities would not otherwise be possible in a small school.

The school has good arrangements for making sure that the pupils are as safe as possible. The teachers develop the pupils' knowledge of staying safe through, for example, road safety initiatives. The size and location of the school present challenges in developing the pupils' understanding of communities beyond their own. To counter this, the school has carried out an audit, put an action plan in place, and - along with other local schools - is involved in the British Council's Connecting Classrooms project.

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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The children in the Early Years Foundation Stage are taught alongside the pupils in Year 1. An analysis of the performance of the children in the Reception class over the last year shows that they made good progress, and have reached or exceeded the level expected of them.

The children in the Reception Year play and work well together and also with the pupils in Year 1, and display a developing level of independence that allows them to pursue their own learning through the activities that are led by adults and those they choose themselves. The children are also gaining confidence and are increasingly able to concentrate on a task until it is complete.

There is a free flow of activities from inside the classroom to the outdoor area, where there are many opportunities for learning. However, these opportunities are not always

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turned to the children's full advantage because the adults are not sufficiently engaged in directing the learning. Conversely, in the classroom the adults are constantly developing conversation, and encouraging and helping the children to develop their skills. The choices the children make are carefully monitored and the adults routinely record their progress.

There are good opportunities for children in the Reception Year to explore the world around them, to develop their language and number skills, and to extend their personal development. The classroom is managed and organised well. The adults are well deployed and particularly effective in promoting the children's knowledge of letters and sounds.

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

Parents and carers who returned their questionnaires hold the school in high regard. Almost all of those who made additional comments were very pleased with the work of the school, particularly the care and support offered to their children by the teachers and teaching assistants. Others commented on the good use of text messaging and email to keep them informed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Claybrooke 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 76 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	86	4	14	0	0	0	0
The school keeps my child safe	25	89	3	11	0	0	0	0
My school informs me about my child's progress	14	50	14	50	0	0	0	0
My child is making enough progress at this school	15	54	11	39	2	7	0	0
The teaching is good at this school	19	68	8	29	1	4	0	0
The school helps me to support my child's learning	15	54	13	46	0	0	0	0
The school helps my child to have a healthy lifestyle	15	54	13	46	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)	9	32	16	57	0	0	0	0
The school meets my child's particular needs	14	50	13	46	1	4	0	0
The school deals effectively with unacceptable behaviour	14	50	13	46	1	4	0	0
The school takes account of my suggestions and concerns	13	46	15	54	0	0	0	0
The school is led and managed effectively	21	75	7	25	0	0	0	0
Overall, I am happy with my child's experience at this school	20	71	8	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



2 December 2010

Dear Pupils

Inspection of Claybrooke Primary School, Lutterworth, LE17 5AF

I really enjoyed my visit to your school. You go to a good school. Seeing you at work in lessons, and looking at your work and the information the teachers collect, it is clear that you are making good progress. Over the last few years, the headteacher and teachers have made many improvements which have resulted in you making better progress, particularly in writing and reaching higher standards in English. In fact your progress in reading and writing is now a bit faster than your progress in mathematics, so I have asked the headteacher and teachers to help you to do even better in mathematics. You can help by always concentrating hard in mathematics lessons.

The youngest children do well in the Reception class and have many opportunities to learn in the classroom and outside. Not all of the activities planned for the outside area are quite as successful as they could be, so I have asked the adults to help the children to learn as much as they can from these activities.

Most of you get on very well at your school. Those of you I spoke to told me that you feel safe at school, and that where there are instances of poor behaviour they are dealt with quickly and do not interrupt your learning. In the lessons I visited, everyone behaved very well. You also told me how much you enjoy school and the many after-school clubs you attend.

I do hope you continue to enjoy school, and that you reach even higher standards.

Yours sincerely

Christopher Parker

Lead inspector

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