

Claydon Primary School

Inspection report

Unique Reference Number	124575
Local Authority	Suffolk
Inspection number	359710
Inspection dates	11–12 November 2010
Reporting inspector	Jill Bavin

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	374
Appropriate authority	The governing body
Chair	John Whitehead
Headteacher	Gary Pilkington
Date of previous school inspection	1 May 2008
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Introduction

This inspection was carried out by three additional inspectors who saw 15 teachers and visited 17 lessons. They made five additional visits to lessons to focus on information and communication technology and two visits to the history event with Year 6 pupils. Additionally the team met with staff, governors and pupils. They scrutinised a variety of documentation, including policies and documentation related to safeguarding, monitoring and evaluation records, data about pupils' progress and school improvement planning. Responses on questionnaires from pupils, staff and 136 parents or carers were also analysed.

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

- Has the school successfully closed the gap between girls' and boys' achievement?
- Are pupils consistently challenged in all subjects throughout the school?
- Has the school addressed apparent weaknesses in mathematics?
- How well are staff with subject leadership responsibilities involved in driving up attainment and progress?

Information about the school

The school is much larger than the majority in the primary phase. It has a nursery which children attend part time, starting when they are three. They continue their Early Years Foundation Stage experience in the Reception classes. The percentage of pupils known to be entitled to free school meals is well below average. Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic groups and the percentage speaking English as an additional language are significantly lower than the national averages. The percentage of pupils who have special educational needs is above average, although the proportion of pupils who have statements for their needs is close to average. Most of these pupils have difficulties related to literacy and social skills.

Since the previous inspection there has been a 50 per cent change in senior staff. A new headteacher was appointed in September 2010, following a 17 month period when the current deputy was the acting headteacher.

The school has achieved Healthy School status and the silver Eco Award.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school with a sound capacity for further improvement. Some elements of its work are good. Particularly noteworthy is the stimulating curriculum which adds interest for pupils. Strengths in personal and social development are woven throughout the curriculum; this contributes to pupils' good spiritual, moral, social and cultural development. Pupils have a good understanding of safety issues and feel very safe in school. Their enjoyment of school is reflected in their good behaviour, which combined with the school's good links with parents, contributes to pupils' above average attendance rates.

Since the previous inspection the school has established a more accurate and rigorous approach to checking individual pupil's progress. An early success arising from this was in successfully closing the gap between girls' and boys' progress. Senior staff have begun to analyse the information generated, which enables them to hold teachers more closely to account than previously. The impact of these improved systems is already apparent in the school's success in reversing the fall in standards that had begun, most significantly in mathematics. Pupils currently in Year 6 are working at levels which indicate that these recent successes are being maintained in both mathematics and English. In spite of these improvements, the impact on pupils' achievement is stronger in some year groups than others and the quality of teaching and learning remains satisfactory overall. Expectations, and therefore the level of challenge planned for pupils vary widely. Opportunities are sometimes missed to give pupils a clear idea of what they are aiming for, both in marking and during lessons. There are green shoots of good practice in encouraging pupils to evaluate their own learning, but the practice is not consistent and so its impact is limited. The headteacher and deputy have an accurate view of teaching in school, but feedback to teachers does not always link the impact of teaching on learning.

During the last academic year the school has successfully focused on improving provision in the Reception. This has resulted in more accurate assessment, a curriculum that reflects children's interests and a stimulating learning environment. The school recognises that Nursery accommodation and learning resources are not equally stimulating and so do not support children's learning fully when they are working independently.

The headteacher, ably supported by the deputy, has rapidly gained an accurate view of the school's strengths and weaknesses. Improvements begun by the deputy last year are enabling the new leadership team to maintain the pace of improvement. Senior staff and the governing body have a good understanding of the school's strengths. Priorities for further development are well chosen, although the criteria for measuring the school's success are not always clear. The governing body has become more knowledgeable about the school and is challenging senior leaders more effectively than previously. Governors realise that they do not use the data about different groups of pupils fully to gain a

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greater understanding of the school's effectiveness. Middle managers are in the process of developing their roles to play a larger part in driving school improvement.

What does the school need to do to improve further?

- Increase the amount of good teaching and learning by:
 - ensuring that staff expectations of pupils' learning are always high enough
 - more consistently identifying for pupils precisely what is expected of them
 - giving pupils more opportunities to evaluate their own learning.
- Improve provision in the Early Years Foundation Stage by:
 - reviewing the use of the Nursery accommodation and resources, to ensure that they always support good quality independent learning.
- Increase the rigour in evaluating the school's work by:
 - refining the use of data so that all staff and the governing body can analyse the progress of different groups of pupils more effectively
 - determining clear outcomes in order to measure the school's success in addressing the actions on school development plans
 - giving teachers more consistently precise feedback on the impact of their teaching on learning.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Although individual pupils vary, most typically pupils join the school with broadly average levels of attainment. They make satisfactory progress and continue to work at the levels expected for their age. Last year pupils left Year 6 just above expected levels in English and mathematics because their learning accelerated in Year 6. Boys, girls, those who are speaking English as an additional language and pupils with special educational needs and/or disabilities make satisfactory progress given their starting points.

Mostly pupils concentrate well in lessons, although they sometimes lose focus when teachers' expectations are not as high as they should be and so time is wasted on unnecessary explanations. Pupils learn well when they are involved in practical mathematics and science work which is well-pitched to meet their needs, for instance using thermometers in Year 5. On rare occasions pupils do not make enough progress because the task set exceeds their level of understanding. Learning is exceptionally strong when pupils' knowledge, skills and depth of understanding are all equally extended in a short space of time, such as learning about mathematical measurement in Year 2.

Reflecting the school's award, pupils have a good understanding of healthy lifestyles, although it is a minority who are proactive in applying this to themselves! Pupils make a positive contribution to their school community. They value their school council, which recently designed and made a 'nature trail', reflecting the school's environmental award. Their contribution to communities beyond the local area is more limited. They are thoughtful and sensitive young people, who are curious about the world around them,

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interested in and respectful of a variety of cultures. They empathise with those who experienced the Second World War and are extremely respectful in observing a silence to commemorate the fallen of the First World War on Armistice day.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
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?

In all lessons seen relationships between adults and pupils were good. This underpins positive behaviour management and pupils' enjoyment of school. Teachers have secure subject knowledge which enables them to introduce new ideas clearly. They make good use of technology to add interest and clarity for pupils, sometimes this is extremely effective. Planning mostly includes modified tasks and expectations for the varying ability levels reflected in classes, although clarity and detail are inconsistent. Some teachers have begun to encourage pupils' to assess their own work. This good practice is inconsistent and teachers do not routinely identify what pupils are aiming for as they begin independent or group work. The usefulness of marking in identifying pupils' next steps varies widely.

Links between subjects that support pupils' learning are well established. Pupils appreciate the various enrichment activities available to them and enthusiastically produce power point presentations about a recent school trip. Religious education plays a key role in promoting pupils' positive approach to beliefs that differ from theirs. The school provides good pastoral care which combines with curriculum initiatives to meet the needs of pupils

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with particular social and emotional needs. Pupils' self assessment of these initiatives demonstrates their value. Inspectors agree with the school's own judgement that, in spite of these strengths, care, guidance and support are satisfactory because systems to ease transition from one year group to another are too recent to have had a full impact.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The transition from acting leadership has been smooth because the headteacher and deputy have rapidly forged a shared approach to continuing school improvement. They have the trust of staff and the governing body. The 25 members of staff who returned questionnaires were unanimous in agreeing that the school is well led. The school is, therefore, well placed to develop the contribution made by middle managers and the governing body.

The school's clear commitment to equal opportunities is evident in the extent to which different groups of pupils make similar progress and the care that is taken to support those pupils who face particularly challenging circumstances. Inspectors agree with the school's judgement that, while there is an increasingly effective focus on the achievement of individual pupils, the promotion of equal opportunities remains satisfactory. This is because there are missed opportunities to use precise information about different groups of pupils who receive additional help.

At the time of the inspection safeguarding procedures met requirements with all required policies and procedures in place and systematically reviewed. A key strength in the provision is the extent to which staff help pupils to be aware of safety issues in order to protect themselves. The school recognises that there are missed opportunities to involve and consult parents more fully in determining safeguarding systems. That said, in other areas of its work the school makes effective use of its good relationships with parents, for instance by incorporating their views into a revised behaviour policy.

Community cohesion is promoted satisfactorily. The school successfully and actively promotes cohesion within the school. The governing body and staff have a good understanding of the school's social context and their development plan demonstrates their commitment to extending pupils' understanding of other communities. The work to forge links with communities that differ from their own is at an early stage of development.

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These are the grades for leadership and management

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

Early Years Foundation Stage

The recently appointed Early Years Foundation Stage leader has rapidly gained an astute view of provision, its strengths and priorities for development. It is too soon for the full impact of this appraisal to be evident in the Nursery provision. Most typically children join the Nursery with levels of skill that are expected for their age, make satisfactory progress throughout the provision and join Year 1 at broadly average levels in all areas of learning. Last year children left the Reception year with social skills that exceeded expectations for their age, reflecting improved planning to give them a greater choice of activities based on their interests on a daily basis.

Children in Reception have satisfactory access to a range of stimulating activities both indoors and outside, although during the inspection the outside area was not seen in use. During the inspection children were seen concentrating and persevering well for example, while independently 'labelling' photographs of themselves with their names. Adult support is sensitive, often encouraging children to harness their imagination, for example while learning about castles. Children were given time to demonstrate curiosity and discuss the flashes of light from the school photographer's camera, although there were missed opportunities for children to take these interests further.

The main room for the Nursery lacks stimulation and the outside area was not seen in use. Learning resources inside are not all equally attractive and stimulating. Consequently, on occasions learning is inadequate, especially when children are working and playing independently of an adult. The quality of support from adults to encourage learning also varies because on occasion there is too little intervention from adults. When adults supported children effectively, for example encouraging them to compare each other's height, learning was satisfactory.

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Throughout the provision adults set a consistently positive example of how to behave. Children's welfare is paramount, staff are supportive and nurturing and this helps children to settle quickly.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The percentage of parents and carers who returned questionnaires was broadly typical of most primary schools. Most of those who responded appreciate the work of the school. Several comments commend the approachability of staff and the positive start made by the new headteacher. A few parents and carers expressed concerns. Among these the greatest areas of concern were children's progress, the management of pupils' behaviour and how well parents are helped to support their child's learning. The inspection endorses the positive views of most parents and carers. It found communication with families to be good, behaviour managed effectively and progress to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Claydon 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 136 completed questionnaires by the end of the on-site inspection. In total, there are 374 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	55	58	43	2	1	1	1
The school keeps my child safe	62	46	69	51	4	3	0	0
My school informs me about my child's progress	58	43	68	50	9	7	0	0
My child is making enough progress at this school	52	38	71	52	9	7	2	1
The teaching is good at this school	59	43	73	54	4	3	0	0
The school helps me to support my child's learning	56	41	69	51	10	7	0	0
The school helps my child to have a healthy lifestyle	58	43	73	54	3	2	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)	51	38	75	55	2	1	0	0
The school meets my child's particular needs	52	38	73	54	6	4	1	1
The school deals effectively with unacceptable behaviour	42	31	74	54	5	4	7	5
The school takes account of my suggestions and concerns	38	28	87	64	9	7	0	0
The school is led and managed effectively	55	40	74	54	4	3	0	0
Overall, I am happy with my child's experience at this school	64	47	66	49	4	3	1	1

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.



15 November 2010

Dear Pupils

Inspection of Claydon Primary School, Ipswich, IP6 0DX

Thank you for being so welcoming when we visited your school recently. We enjoyed meeting you very much. A special thank you goes to those of you who met with us and shared your ideas and your work. We found that your school is satisfactory, which means it does some things well and is still working to improve other things.

One of the best things about your school is how much you enjoy being there. Your attendance is higher than for most children of your age. Well done! Your curriculum makes interesting links between subjects, which you enjoy. It is also planned well to help you develop your ideas about what is right and wrong, and to learn about people from a variety of backgrounds. You help the school to be a happy community. You behave well in lessons and around school; this helps you make the steady progress expected of you in English and mathematics. It also contributes to you feeling very safe in school. You have good relationships with adults in school and trust them to help you.

The governing body, the headteacher, deputy and staff want to keep making your school even better. We have asked them to make sure your work is always hard enough for you, and to make sure you always understand what you are aiming for. We have asked the adults in your school to work even more closely together to be even clearer about how well you are doing; to be sure they will know what they have achieved in their planning, and to make sure they always understand which teaching methods work best for your learning. We have also asked them to make the main room in the Nursery more interesting and make sure that children in the Nursery always have really interesting activities.

You can help by continuing to attend and behave so well. You could sensibly tell your teachers if sometimes the work is a little bit easy for you. We wish you well in the future.

Yours sincerely

Jill Bavin

Lead inspector

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