

# Clifton-upon-Dunsmore Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	125670
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	359921
<b>Inspection dates</b>	9–10 November 2010
<b>Reporting inspector</b>	Ruth Westbrook

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	225
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julia Bower
<b>Headteacher</b>	David Briggs
<b>Date of previous school inspection</b>	21 February 2008
<b>School address</b>	Station Road Rugby CV23 0BT
<b>Telephone number</b>	01788 542027
<b>Fax number</b>	01788 541351
<b>Email address</b>	admin3177@we-learn.com

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed seven teachers. Meetings were held with the Chair and vice-chair of the Governing Body, senior and middle managers, the School Improvement Partner and a group of parents and carers. Inspectors spoke to two groups of pupils. The inspection team observed the school's work, and looked at improvement plans, key policy documents, assessment information, governors' minutes and pupils' books. In addition, 95 responses to the parents' and carers' questionnaire were received and analysed, together with questionnaire responses from staff and 96 pupils from Key Stage 2.

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

- How well do teachers use assessment to personalise learning for the pupils in their class?
- How effective are plans to promote numeracy skills and raise attainment in mathematics?
- What is the contribution made by leaders at all levels to the school's capacity for improvement?

## Information about the school

This is an average-sized primary school where the Early Years Foundation Stage is provided in one Reception class. The proportion of pupils with special educational needs and/or disabilities is below average. Most pupils are of White British heritage. There are very few pupils for whom English is an additional language. The proportion known to be eligible for free school meals is well below average. The school is a flagship school in the national Food for Life initiative, and is a Warwickshire pilot school in the Looking for Learning project. Clifton Playgroup and a before-and after-school club are privately run facilities which share the same site.

**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?****1****The school's capacity for sustained improvement****1**

## Main findings

This is an outstanding school. The governing body, headteacher and senior leaders lead the school extremely effectively. They have successfully pursued ambitious plans to provide a stimulating curriculum and excellent teaching that engages pupils actively and fosters creativity well. Their successful implementation has increased the opportunities for pupils to exercise choice and show independence. Pupils' achievement is outstanding and attainment is high because of these substantial improvements to provision. Since the last inspection, progress in reading and writing across the school has been consistently outstanding. Progress in mathematics, although good, was slower than in English, but has accelerated. The attainment of Year 6 pupils in the 2010 national tests in mathematics was exceptionally high and their progress from Key Stage 1 was outstanding. This is because of developments to the numeracy curriculum, particularly in strengthening the planning, making strong links with other subjects and developing a particular focus on using numeracy skills frequently in practical applications. So Years 5 and 6, for example, have improved their understanding of measurement through their study of rivers by measuring the depth and strength of the current in their neighbouring river. Underpinning the success of these developments has been a rigorous evaluation of the strengths and weaknesses in provision. Plans for further development are securely in place and all leaders demonstrate their outstanding capacity to sustain improvement.

Since the last inspection, the quality of teaching has improved and is now outstanding. Staff work very well collaboratively to plan lessons and prepare resources which are stimulating and promote excellent learning. They plan carefully for the different abilities within their classes. The use of assessment is good, but occasionally planning for an individual pupil does not fully take into account their success with prior learning and the next steps required. The assessment of literacy is excellent providing very clear targets for pupils to aid their improvement. Although the assessment of mathematics is thorough and clear and indicates what pupils have done well, it is not as precisely used to give guidance to pupils for further improvement.

The combination of a rich curriculum and nurturing environment which supports all pupils extremely well results in outstanding spiritual, moral, social and cultural development of pupils. They respond well and are encouraged to embrace diversity; pupils from a range of backgrounds get on noticeably well. Initiatives such as the Food for Life project have promoted the development of well-rounded individuals who are keen to interact within the school and local community. Pupils are very proud of their school and stimulated by it. There is an audible buzz of excitement in the playground before school starts. Their understanding of leading a healthy life is excellent and their keenness to share their expertise demonstrates their competence as young citizens within the local community. Excellent care, guidance and support ensure that pupils whose circumstances make them vulnerable have their needs met well. Relationships between all members of the school

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community are excellent. Parents told inspectors about how accessible they find the school when they need to speak to staff. A number shared their very positive experiences of particular support which families have received, helping them to overcome hardship.

## What does the school need to do to improve further?

- Implement plans over the next school year to ensure that assessment is used consistently well by:
  - building on the excellent practice in literacy to provide detailed guidance for pupils on how to improve their work in mathematics,
  - planning challenges for individual pupils so that they can reach higher levels of attainment in their learning.

## Outcomes for individuals and groups of pupils

**1**

The attainment of pupils on entry to the school is broadly average. At the end of Year 6 attainment is high in English and mathematics. Progress for all pupils is at least good, and for many in Reception and Key Stage 2 it is excellent. Those with special educational needs and/or disabilities make outstanding progress. Pupils are enthused by the active approach to learning in lessons and the spotlight on how they learn best so that they learn extremely well. Pupils persist at challenges, are hard-working and enjoy working at a fast pace. They use additional resources well to help their independent learning. In a mathematics lesson, Year 6 pupils checked the word wall for definitions of mean, mode and median rather than ask their teacher for help. They respond well to the many strategies to promote independent learning, and seize opportunities to extend their learning. For example, through the home learning project, pupils show high levels of motivation to continue their studies in their own time and many produce work of a very high standard. They told inspectors how they are motivated by the opportunity to choose their tasks, their learning style and the means of presentation.

Behaviour in school and outside is exemplary, and a key factor in pupils' successful learning. There is a strong sense of teamwork and looking after each other. Older pupils readily act as helpers to younger ones in their play and when having lunch. As a result, pupils say they feel safe at school and have a good understanding of the dangers they might face. Pupils are keen to engage enthusiastically in the full agenda of the school by taking responsibility in a wide range of roles such as litter pickers, school bankers, tuck shop leaders, buddies, information and communication technology (ICT) technicians and garden monitors.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Teaching effectively motivates and engages pupils' interest through very effective planning of varied activities and stimulating resources. Resources are often very thoughtfully prepared and make a significant contribution to the quality of learning. Pupils in Year 1 were surprised and excited to see an aerial view of their school and their village appear on the interactive board in the classroom as they considered their recent walk to study the geography of their surroundings. Teachers have excellent subject knowledge and share this confidently with pupils. Additional adult support in classrooms is well-focused and particularly supportive of pupils with special educational needs and/or disabilities. These pupils benefit greatly from the learning approaches planned in the school which provide many opportunities to use information and communication technology, talk about learning and learn by doing practical activities.

The curriculum is extremely well planned to promote rich experiences which enhance basic skills while promoting all aspects of personal development. The links between subjects are well-established through the study of topics; enjoyment and interest in the arts are well-promoted throughout the curriculum. There is a full enrichment programme of themed weeks, visits and extra-curricular activities, which contributes to a very good balance and breadth of experiences. Pupils value the fortnightly extended opportunities to practise writing and mathematics skills and the high quality of work produced shows the benefit of having time for this study.

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A well-considered transition programme enables pupils to transfer smoothly from one stage of their education to another. The very good partnerships that the school develops with staff in other organisations enable an effective exchange of information. The partnership established with the Royal Shakespeare Company and those through the Looking for Learning and Food for Life projects are excellent examples of the school working in full partnership with external bodies. Through links such as these the school is able to significantly enhance the curriculum and its impact on pupils' achievements and well-being which are outstanding.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

All members of staff are involved in regular and thorough review of the school's work. Numeracy and literacy are very well led by senior and middle leaders. Their excellent understanding of the school's needs for development is based on thorough analysis of attainment and leads to clear plans which drive improvement. Training for the implementation of plans is thorough. Challenging targets are set for all pupils. The progress and well-being of pupils and groups are monitored regularly and rigorously and at the first sign of underachievement steps are taken to ensure that progress is back on track. For example, modifications to the curriculum have established consistent attainment for boys in writing which is well above that reached nationally. There is a strong commitment from governors and staff to ensure that all pupils have access to and take-up enrichment activities. Thus the school demonstrates outstanding practice in promoting equal opportunities and tackling discrimination.

Members of the governing body are fully involved in the school's work, making a significant contribution to setting strategic direction through, for example, their leadership of the new building programme. Through their excellent involvement in monitoring they have first-hand knowledge of the school's work. They ensure that policies and procedures for safeguarding are regularly reviewed and are thorough in their checking of their implementation. Responsibilities for safeguarding and child protection are well defined and clearly communicated to all members of the school community. The school is thorough in its assessment of risks to pupils and visitors to the school site. It has a well-thought-through action plan to promote community cohesion that includes opportunities for pupils to work with pupils from local schools which have a greater mix of cultural backgrounds. It is very effective in energising the local community in joint projects with the school population. The school is at an early stage of establishing links between its pupils and communities elsewhere in the United Kingdom and with schools in other parts of the

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world, but well-structured plans are being implemented to promote engagement with these communities.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children are taught well within a very stimulating environment so that the majority make exceptional progress, including those with special educational needs and/or disabilities. Children enjoy their learning very much and are enthusiastic about taking part in activities that are carefully planned to support their learning. This was seen during the inspection when children eagerly took part in a shape walk in the school's secret garden to identify two dimensional shapes. Children's numeracy and observational skills developed very well through their exploration of the environment. They clearly feel very secure in all areas of the school because of the high levels of confidence which they show and excellent relationships which they make. They work very well with others and on their own and are able to make choices about their way of learning. The learning environment is inspiring, using space effectively, both indoors and outside. Rigorous assessment procedures ensure that teaching is based on a clear understanding of individual needs across all areas of the curriculum. Weekly meetings make certain that the Early Years Foundation Stage team share this understanding. The leadership of the Early Years Foundation Stage have high aspirations to maintain and develop high quality provision so that children make outstanding progress. Action planning ensures that the area is fully integrated into the school's developments and, in some cases, is responsible for leading the way. A very positive relationship is formed with parents and carers through effective induction procedures and subsequent liaison meetings. As one parent described, 'I am so pleased at how quickly my daughter has settled in at this caring and friendly school. I am particularly impressed at how well the children of different age groups integrate and look after each other.'



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The response rate to the parents and carers' questionnaire is higher than usual. The very large majority are very happy with their children's experience. They are particularly positive about the contribution the school makes to their children feeling safe and being healthy. As one wrote, 'The school is a key part of our community. Our children are safe there and have excellent relationships with the staff and always look forward to attending.' This is what inspectors found. A few parents and carers expressed concerns. These were principally about the frequency and quality of information received about their child's progress. This was investigated during the inspection. While inspectors were satisfied that parents and carers are kept well-informed about their children's progress they agreed with the headteacher that the system could be enhanced. The headteacher was made aware of the general concerns of parents and carers and he will include these in the school's review process.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clifton-upon-Dunsmore 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 225 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	55	42	44	1	1	0	0
The school keeps my child safe	53	56	42	44	0	0	0	0
My school informs me about my child's progress	33	35	55	59	5	5	0	0
My child is making enough progress at this school	39	41	49	52	6	6	0	0
The teaching is good at this school	46	49	46	49	0	0	0	0
The school helps me to support my child's learning	50	53	38	40	4	4	0	0
The school helps my child to have a healthy lifestyle	56	59	38	40	1	1	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)	37	40	47	51	3	3	0	0
The school meets my child's particular needs	43	46	46	49	3	3	0	0
The school deals effectively with unacceptable behaviour	44	47	41	44	8	9	0	0
The school takes account of my suggestions and concerns	37	40	48	52	6	7	0	0
The school is led and managed effectively	53	56	38	40	2	2	0	0
Overall, I am happy with my child's experience at this school	52	55	41	43	1	1	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



11 November 2010

Dear Pupils

**Inspection of Clifton-upon-Dunsmore CofE Primary School, Rugby, CV23 0BT**

Thank you for welcoming us so warmly on our recent inspection of your school which we have judged to be outstanding. I would like to share with you what we found out.

You make outstanding progress in your work and reach attainment levels which are high in English and mathematics. You use the skills you learn in literacy and numeracy very well in other subjects.

You enjoy school very much because your teachers plan very interesting lessons in which you play an active part. We were very impressed by your home learning journals and the amount of time and consideration which goes into this extra learning.

Through your Food for Life project you have an excellent understanding of how to keep yourselves healthy. You know what makes a healthy diet and put your skills into practice. Very many of you take part in sport and additional exercise.

You enjoy school very much and each of you makes an excellent contribution towards making it a positive and caring community through the many responsibilities which you take on board.

Your behaviour in school is excellent. You show really good attitudes towards your learning. Your attendance and punctuality levels are high.

All the staff in your school care for you extremely well and this helps you to feel safe. You showed us that you have a good understanding of how to keep safe both in school and elsewhere.

We have asked the school to do one thing to make it even better. We would like teachers to make sure that when they plan your lessons, that they always use their knowledge about you to prepare some individual challenges which build really well on your learning. We would also like them to give you more help in mathematics so that you know how to improve your work. We are confident that you will play your part in putting these things into place.

Yours sincerely

Ruth Westbrook

Lead inspector

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