

# Cleeve Prior CofE (Controlled) First School

Inspection report

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<b>Unique Reference Number</b>	116794
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	358031
<b>Inspection dates</b>	9–10 March 2011
<b>Reporting inspector</b>	Clive Lewis

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>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	42
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Evans
<b>Headteacher</b>	Sarah Newbury
<b>Date of previous school inspection</b>	20 February 2008
<b>School address</b>	Main Street Cleeve Prior, Evesham WR11 8LG
<b>Telephone number</b>	01789 772276
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## Introduction

This inspection was carried out by an additional inspector. Seven lessons and four teachers were seen. Meetings were held with groups of pupils, governors and school staff. The inspector observed the school's work, including a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Questionnaires from 19 parents and carers and seven staff were analysed.

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

- Is progress consistently good across the school?
- What is the quality and rigour of the school's tracking and assessment system?

## Information about the school

This is a very small school. Over a third of pupils live outside the local area and one quarter of its pupils are from the Gypsy, Romany and Traveller (Traveller) community. Pupils are taught in three mixed-age classes and leave the school at the end of Year 5 to attend middle schools. The proportion of pupils entitled to free school meals is above the national average, as is the proportion of pupils with special educational needs and/or disabilities.

**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

Cleeve Prior CofE is a good school. School leaders have a good understanding of how well it is doing and what needs to be done next. The headteacher provides a clear sense of purpose and direction, clearly linked to school improvement. Strong teamwork between the headteacher, the governing body and the local authority has ensured that, since the last inspection, teaching and learning have improved, assessment and tracking systems have been significantly strengthened, the curriculum has been enhanced and clear priorities have been set for further improvement. Parents and carers are extremely supportive of the school. One parent commented: 'My child could not be happier and more enthusiastic about learning. The school prepares her perfectly as a springboard to middle school and as a well-rounded person'. Staff want the best for each child and, through working closely with families, strive to achieve this goal.

Children get off to a good start in the Early Years Foundation Stage and make good progress. Planning, provision and resourcing for both the indoor and outdoor curriculum is good and, as a result, children have a good range of opportunities to develop their independent learning skills. Although standards can vary significantly from year to year due to very small cohorts, current standards at the end of Year 5 are above average. Pupils, including those with special educational needs and/or disabilities and those from the Traveller community, make good progress in their time in school. Arrangements for the evaluation and monitoring of teaching and learning are good. Consequently, the quality of teaching in most lessons is good. However, in a small minority of satisfactory lessons the quality of teaching lacks pace and expectations are not high enough for all pupils.

A strong moral code is implicit within the school's ethos. This is reflected in pupils' good behaviour and, in turn, has a very positive effect on the good progress that pupils make in most lessons. They work hard and conscientiously, without the need for constant adult intervention, both independently and co-operatively. Pupils have a wide range of responsibilities in the school and, through the work of the school council, make a good contribution to the school community. Parents and carers say their children really enjoy coming to school and pupils agree enthusiastically. Although the great majority are well-equipped for the future with their well-developed academic and social skills, a small but persistent minority are not taking full advantage of the good opportunities offered by the school due to their low rates of attendance. Because of this, despite the school's rigorous systems to encourage punctuality and full attendance, overall attendance levels remain only broadly average.

Pupils' spiritual, moral, social and cultural development is good. The curriculum ensures that pupils receive a good variety of exciting activities and experiences. There are regular visits to sites linked with current school topics and a good range of visitors to school. Good

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care, guidance and support ensure that all pupils are able to learn and develop confidence, regardless of their individual circumstances. The school promotes equality of opportunity for all its pupils exceptionally well. Although the school's work to promote community cohesion is satisfactory, the school realises it needs to do more to make links with schools in contrasting localities within the United Kingdom and abroad. A record of improvement since the last inspection, the school's ambition for continued improvement and the effectiveness of leadership and management, demonstrate that the school has good capacity to sustain improvement.

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

- Improve the quality of teaching so that all lessons are at the level of the best.
- Improve the school's contribution to community cohesion by formulating a plan to develop pupils' appreciation of different faiths and cultures through links with schools in contrasting settings nationally and globally.

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

Attainment on entry to the school varies from year to year but is generally below and, in some years, well below that typically found. The very small cohorts and the very high proportion of pupils with special educational needs and/or disabilities in some cohorts makes comparisons between key stages and year groups less meaningful than in larger schools. However, attainment in the most recent national tests was broadly average at Year 2, and school data and pupils' work seen during the inspection confirms that in the current Year 5 cohort, attainment is above average. The school's data demonstrate clearly that all pupils, including those from the Traveller community and those with special educational needs and/or disabilities, make good progress in their time in the school. Pupils are keen to do well, apply themselves diligently in lessons and work at a good pace, without the need for constant adult intervention. In one good literacy lesson, for example, the teacher began by reviewing pupils' targets, thus ensuring a good understanding of what pupils needed to achieve in the lesson; he encouraged high levels of motivation by his energy and enthusiasm, maintained a good pace throughout by giving clear time targets for work to be completed, and closely matched tasks to pupils' ability so that all made good progress.

Pupils say they enjoy coming to school and Year 5 pupils stated that they will be sorry to leave the school in the summer. One parent wrote, 'I would like it to be known that my child says, "They make learning fun!" ' However, the attendance of a very small minority of pupils continues to give the school concern. Pupils have a good understanding of what constitutes an unsafe situation and are confident that issues they raise will be dealt with promptly by the school. Their good behaviour makes a strong contribution to the good progress they make in lessons. They behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils are interested in the school's health promotion strategies and understand the main threats to their health and how these can be avoided. They enthusiastically take on responsibility and play a very constructive role in the school and, through the school council, have had influence on decisions about school life. Coupled with their well-developed basic skills, this prepares them well for the world of work.

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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>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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 and learning are good across the school. Strategies for managing the behaviour of pupils are very effective so that lessons are calm and purposeful, and pupils work hard. In most lessons, carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills. Teachers assess learning carefully and provide work at the right level to match pupils' different learning needs. However, in a small number of lessons, the pace of the lesson was insufficiently brisk, leading to some loss of focus. Pupils who need extra help are supported well and those who find learning easy are given more challenging tasks. This helps all pupils to learn successfully. Support by teaching assistants is well focused and makes a significant contribution to the quality of learning. Staff work together well to ensure that pupils know how to improve. Clear targets are set to help them reach the higher standards of work.

The school provides a good curriculum which meets pupils' different needs and interests successfully. Carefully adapted activities ensure that all groups of pupils in the mixed-age classes experience success and staff are beginning to link subjects to make learning more meaningful. The curriculum is enriched with a good range of visits and visitors, together with a good range of extra-curricular activities, all of which are much enjoyed by pupils. Collaboration with other schools and extended services support the development of the wider curriculum well. The quality of care, guidance and support for all pupils is good.

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Every pupil is valued and cared for as an individual. This gives them the confidence to learn and enables pupils new to the school or those with special educational needs and/or disabilities to make the same good progress as others. The school has worked hard, successfully in several cases, to develop good relationships with families where regular attendance is an issue.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The high expectations of the headteacher are a significant factor in the improvements made since the last inspection and, as a result, most aspects of the school are now good or better. All staff work very effectively together and regularly take advantage of professional opportunities to enhance their work. Core subject leaders are knowledgeable, up to date with current thinking and have clear action plans for improving pupils' attainment. The governing body is influential in determining the strategic direction of the school and fully and systematically involved in evaluating its work. Governors have good systems to ensure that pupils and staff are safe and they discharge their duties effectively. Self-evaluation has identified appropriate key priorities for development. As a result of regular monitoring and support, teaching is good across the school and planning is founded on robust evidence and based on good quality data.

The school has a highly positive relationship with parents and carers. This effective liaison with parents and with other partners contributes significantly to improvements in pupils' achievement and well-being. The school's promotion of equality of opportunity in all its work is outstanding. It is constantly alert to any variation in achievement and is pro-active in devising initiatives to overcome any weaknesses. School leaders and governors have a good understanding of safeguarding procedures and adopt recommended good practice for safeguarding pupils across all areas of the school's work. The school promotes community cohesion within its own and the local community very effectively. It is aware, however, of the need to further develop pupils' understanding of those living in contexts which are different to their own, for example through links with schools in more contrasting urban environments in the United Kingdom and with schools overseas. The school makes good use of resources and provides good value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Provision for the youngest children is good and as a result, they make good progress. Most children enter the Reception class with overall skills that are below those typical for their age. They clearly enjoy school, have settled into the routines well and play happily together and individually. They undertake a variety of whole class and group activities and, in most cases, cooperate well when working with others. They delight in learning and seeing new things. There are good relationships with parents and carers through daily contact at the start and end of each day. Pastoral care and welfare arrangements are good. Consequently, children are safe, well cared for and aware of how to be healthy. Provision for the outdoor curriculum is good. The well-resourced, spacious and secure outdoor provision and the 'free-flow' system of access to the outdoor areas ensures that children have a good range of opportunities to develop their independent learning skills and explore things with purpose and challenge. Leadership of the Early Years Foundation Stage is effective and provides clear direction for the team. Adults have a good knowledge of the learning, development and welfare requirements for the Early Years Foundation Stage. There are good systems for the long-term assessment and tracking of children's progress and planning builds securely on teachers' accurate assessments of children's needs. All staff monitor and record children's progress on a day-to-day basis effectively and observations and achievements are recorded in individual pupil profiles.



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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>2</b>
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

The percentage of parents and carers who responded to the questionnaire was broadly in line with the national average for primary schools. All of those who responded expressed very positive views and declared themselves very happy with the school. They also agreed or strongly agreed with all the statements, confirming the school's excellent relationships with parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Cleeve Prior CoFE (Controlled) First 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 inspector received 19 questionnaires by the end of the on-site inspection. In total, there are 42 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	79	4	21	0	0	0	0
The school keeps my child safe	15	79	4	21	0	0	0	0
My school informs me about my child's progress	11	58	8	42	0	0	0	0
My child is making enough progress at this school	12	63	7	37	0	0	0	0
The teaching is good at this school	13	68	6	32	0	0	0	0
The school helps me to support my child's learning	12	63	7	37	0	0	0	0
The school helps my child to have a healthy lifestyle	11	58	8	42	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)	13	68	5	26	0	0	0	0
The school meets my child's particular needs	13	68	5	26	0	0	0	0
The school deals effectively with unacceptable behaviour	10	53	9	47	0	0	0	0
The school takes account of my suggestions and concerns	11	58	7	37	0	0	0	0
The school is led and managed effectively	13	68	6	32	0	0	0	0
Overall, I am happy with my child's experience at this school	14	74	5	26	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 March 2011

Dear Pupils

**Inspection of Cleeve Prior CofE (Controlled) First School, Evesham, WR11 8LG**

I would like to thank you for your help during the recent inspection of your school. I very much enjoyed my visit. I enjoyed watching lessons and talking to some of you. You attend a good school that is a happy and friendly place. It is like this because your headteacher and staff are leading the school well. They give you good support to enable you to learn and enjoy your lessons. They care for you well and make sure that you understand how to look after yourselves, be healthy and keep safe. They have a good understanding of how well you are doing and what progress you are making. It was good to hear from the school councillors about how you are helping to improve the school. You told us that you like your school very much and there are lots of things to do and enjoy.

We have asked the staff and governing body to do two things that we feel will help to improve your school.

Ensure you make even better progress by ensuring all lessons are at least good across the school.

Make links with schools in other parts of the United Kingdom and overseas so that you can learn more about the lives of children from different backgrounds to your own.

I wish you well in your future education. You can all help the school to improve further by ensuring that you always attend school regularly and on time.

Yours sincerely

Clive Lewis

Lead inspector

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