

# Claytons Primary School

## Inspection report

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<b>Unique reference number</b>	110326
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	378082
<b>Inspection dates</b>	19–20 March 2012
<b>Lead inspector</b>	Mike Capper

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	337
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tara Cooper
<b>Headteacher</b>	David Orford
<b>Date of previous school inspection</b>	6–7 May 2009
<b>School address</b>	Wendover Road Bourne End Buckinghamshire SL8 5NS
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<b>Fax number</b>	01628 552779
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	19–20 March 2012
<b>Inspection number</b>	378082



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## Introduction

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Inspection team

Mike Capper	Additional inspector
Sheila Boyle	Additional inspector
Michael Austin	Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 23 lessons taught by 19 teachers. Discussions were held with parents and carers at the start of the school day, and with members of the governing body, staff and groups of pupils. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 141 questionnaires from parents and carers, 26 from staff and 100 from pupils in Key Stage 2.

### Information about the school

Most pupils come to this larger than average-sized primary school from the local community. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs is broadly average and the school includes Additional Resource Provision (ARP) for up to 12 pupils. At the moment, there are 10 pupils in the ARP, all of whom have a statement of special educational needs for social and communication difficulties. Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Leaders have improved the school rapidly since its previous inspection. Members of staff work together well to ensure that pupils flourish both socially and academically. The school is not outstanding because the monitoring of teaching by middle managers is too limited and, while pupils make good progress in English and mathematics, they do less well in science because not enough time is allowed for teaching the subject.
- Pupils' achievement is good. Children make good progress in the Early Years Foundation Stage, especially in developing early reading skills. They build well on this good start in the rest of the school, quickly improving their literacy and numeracy skills so that attainment rises to above average levels by the end of Year 6.
- Teachers inspire and motivate pupils to do their best and they ensure that differing needs are met well in most lessons. Disabled pupils and those with special educational needs are given good support both in and out of lessons. Pupils in the ARP are well integrated, making especially good progress when working alongside their classmates.
- Pupils' positive attitudes and good behaviour contribute greatly to their good learning in lessons. They work hard in lessons, are polite and courteous, and thoroughly enjoy school. They are kept safe, developing a good awareness of the dangers they may face.
- Senior leaders manage performance and lead teaching well. They set high expectations for staff and improvements are based on accurate self-evaluation. Recent changes to the curriculum have added greatly to pupils' enjoyment but there are not enough opportunities for pupils to improve their science skills systematically. Middle managers are keen and enthusiastic but they have only a limited role in monitoring teaching or checking curriculum changes.

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

- By July 2012, ensure that enough time is allowed for the teaching of science so that skills develop more systematically.

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- By December 2012, strengthen the involvement of middle leaders and managers in monitoring teaching and the curriculum so that they are playing a more influential role in identifying strengths and weaknesses and guiding improvement.

## Main report

### Achievement of pupils

The inspectors agree with the view of the vast majority of parents and carers that their children achieve well and make good progress. Parents and carers typically make comments such as, 'Since joining Claytons, my child's reading, writing and mathematics scores have soared.' Pupils' attainment by the end of Year 6 is consistently above average, reflecting good progress for pupils from their different starting points.

When children start school, most are working at the levels expected for their age. From these starting points, pupils typically make good, and sometimes outstanding, progress in lessons across all age groups. Early literacy and social skills are taught especially well in the Early Years Foundation Stage and most children are already working beyond the expected levels for their age by the end of the Reception Year. In a typical writing session, children in the Nursery quickly improved their hand-eye coordination and their letter formation as they painted patterns. Children were challenged well and responded with great enthusiasm. In the Reception classes, children confidently wrote letters to a 'troll', often using accurate spellings and letter formation.

Pupils' good and sometimes outstanding progress in lessons is maintained in Key Stages 1 and 2. In a Key Stage 1 literacy lesson, for example, pupils wrote and read with confidence as they produced poems about different sounds. Their learning was supported well by the imaginative use of resources and this helped to make learning enjoyable. In a Key Stage 2 numeracy lesson, pupils gained a good understanding of coordinates because they were expected to think like mathematicians as they applied their knowledge to a practical problem by identifying locations on a treasure island. On the very few occasions when progress is not as good, it is because work does not build well enough on pupils' prior learning.

Across the school, teachers introduce reading skills systematically and attainment in reading is above average by the end of Year 2 and Year 6. In phonics lessons where pupils learn letter sounds, their progress is good. They confidently build words by sounding them out, using technical terms such as 'grapheme' to describe what they are doing. In Key Stage 2, pupils who are in danger of falling behind in reading are given extra support, helping to close the gap so that they catch up with their peers and perform well by the time they leave the school. The good progress seen in Key Stage 2 is demonstrated by the high number of pupils who reach the higher levels in national tests in reading at the end of Year 6.

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There are no significant variations between the progress of boys or girls or other groups. Disabled pupils and those with special educational needs, including those in the ARP, make good progress. Work is well matched to need in most lessons, and additional support at other times from teachers and skilled teaching assistants is well planned and focuses accurately on the most important areas for improvement in literacy and mathematics.

**Quality of teaching**

Most parents and carers feel that the quality of teaching is good. This view is endorsed by inspection findings.

Teachers ensure that there is a good pace to learning in most lessons and they have high expectations of pupils' work. They provide good challenge in lessons, managing pupils' behaviour highly effectively. Teachers encourage pupils to think for themselves, and in the Reception and Nursery classes, in particular, there are very good opportunities for children to work independently, especially in the superb outdoor areas. Throughout the school, teachers have good subject knowledge and make learning exciting. For example, a 'tennis-game' was used well in a Key Stage 2 numeracy lesson to help pupils practise adding large numbers. In lessons in the ARP, work is broken down into very small steps and there are good opportunities for pupils to consolidate skills so that their learning is secure.

Teachers give pupils regular feedback on how well they are doing. Targets are used well to help pupils understand the next steps in their learning but while there is some good marking it does not always do enough to guide and improve writing skills in topic work.

Curriculum planning successfully supports the systematic development of basic skills in literacy and numeracy. Over the last year, the school has changed the curriculum so that subjects are more closely linked together. This has made learning more purposeful but the new curriculum does not allow enough time for science to be taught regularly.

Throughout the school, teaching successfully promotes pupils' spiritual, moral, social and cultural development. As one parent commented, 'Children are taught valuable social skills, particularly kindness and caring for others.' Teachers encourage pupils to cooperate through group work. Topics such as one on Rainforests are used well to help pupils learn about their own and other cultures.

**Behaviour and safety of pupils**

Inspectors found that pupils are polite, sociable and articulate, confirming the views of parents and carers who feel that their children behave well and are kept safe. Pupils also feel that behaviour is typically good, with one saying 'We know we need to work hard and be sensible if we want to do well.'

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Pupils attend school regularly and their good attitudes towards their work mean that there are rarely disruptions in lessons so that learning can nearly always move on at a good pace. On the rare occasions when this is not the case, it is because a few pupils lose concentration and become fidgety. Pupils are sensitive to the needs of others, and all pupils, including those from the ARP, play together happily at break times. In the Early Years Foundation Stage, children are responsive, well motivated and keen to take the initiative in their learning.

The school has good systems for promoting good behaviour such as a 'Headteacher's Certificates', 'Stars of the Week' award and a variety of cups and other awards. When behaviour very occasionally falls short of the expected standard, pupils understand the 'red' and 'yellow' card system and are clear about the consequences of misbehaviour. The school provides good quality help and support for children who are having social or behavioural difficulties so that they improve their social skills. For example, a group of identified staff (KOALAS) are available when children need to talk through issues and they suggest strategies for dealing with worries or social problems.

Pupils talk confidently about dealing with possible dangers that they may encounter. They report that bullying only rarely occurs in school and they say that if it does happen it is tackled quickly. In assemblies this term, pupils have been learning about bullying, and this means that they know that it can take many forms. Internet safety is diligently promoted. Pupils understand what is meant by 'cyber-bullying' and how they should respond to it.

### **Leadership and management**

The school has improved rapidly because the headteacher and other senior leaders set high expectations for what every pupil and teacher can achieve, and they are not willing to accept second best. The positive impact of their efforts demonstrates that there is a good capacity for further improvement. There has been a strong and successful focus on improving teaching so that it is now good. Consequently, pupils achieve more quickly and their attainment is higher, with progress now more even across the school.

Leaders ensure that there is no discrimination. They focus strongly on promoting equality of opportunity, making excellent use of performance data to check the progress of different groups. Where they see any potential dips, they respond quickly.

Improvements are based on accurate self-evaluation and leaders know what still needs developing. There are good opportunities for professional development that focus well on the school's main priorities. For example, shortly after the previous inspection, teachers participated in training on how to recognise good teaching, helping them to become more reflective about their own practice. Middle leaders and managers support senior leaders well by sampling pupils' work but they have too

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little opportunity to visit lessons for themselves to help identify strengths and weaknesses in teaching or the curriculum.

The curriculum is satisfactory because, although it is broad, it lacks balance as science is not always given high enough priority. It helps pupils to enjoy school and successfully promotes pupils' spiritual, moral, social and cultural development. Activities such as an 'Eco-Easter Egg' competition help pupils to develop social responsibility.

The governing body provides good challenge and support to the school. It is very diligent in ensuring that safeguarding arrangements meet statutory requirements.

The school engages well with parents and carers. They are very positive about the work of the school with a comment from one, reflecting the views of most: 'Claytons is a lovely friendly school where children make good academic progress as well as learning friendships and social skills.'



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

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

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

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

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

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

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 March 2012

Dear Pupils

### **Inspection of Claytons Primary School, Bourne End SL8 5NS**

Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking to you about your work and hearing some of you read. We found that your school is providing a good education and is helping you to do well.

Here are some of the things we found out about your school.

- You said that you enjoy school and this was confirmed by the many happy faces that we saw in lessons. It is great to see how well you all play together at break times.
- You are taught well most of the time and this helps you to make good progress, although we feel that you do not have enough science lessons.
- You rightly feel that behaviour is good and you keenly take responsibility. We were very impressed by the school council and the playleaders.
- You feel you are kept safe and we saw that you take good care of each other.
- The school provides lots of interesting activities for you to take part in.
- All adults in school are caring and they give you suitable help when you have problems with your work.
- The school's leaders are doing the right things to move the school forward. They are clear about what still needs improving.

These are the things we have asked your school to do next to help it improve even further.

- Allow more time for the teaching of science.
- Give teachers who are in charge of subjects more time to visit lessons so that they can play a part in identifying strengths and weaknesses.

All of you can help your teachers by continuing to work hard all the time.

Yours sincerely

Mike Capper  
Lead inspector

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