

Clent Parochial Primary School

Inspection report

Unique reference number	116796
Local authority	Worcestershire
Inspection number	379304
Inspection dates	6–7 March 2012
Lead inspector	David Shears

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	109
Appropriate authority	The governing body
Chair	Sarah Pearson
Headteacher	Christian Hamilton
Date of previous school inspection	7 October 2008
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Age group	4–11
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Introduction

Inspection team

David Shears

Additional inspector

This inspection was carried out with two days' notice. The inspector visited nine lessons taught by six different teachers, and held meetings with representative members of the governing body, staff and groups of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at policies, planning documents, assessment data and pupils' work. He analysed the questionnaires returned by 79 parents and carers, 17 members of staff and 56 pupils.

Information about the school

Clent Parochial Primary is a smaller-than-average primary school. The overwhelming majority of pupils are of White British origin. The proportion of disabled pupils and those who have special educational needs is higher than the national average. The percentage of pupils who speak English as an additional language is well below average, as is the proportion of pupils known to be eligible for free school meals. In 2011 the school met the government's floor standard for primary schools, which sets the minimum expectations for pupils' attainment and progress. It has recently gained the International School Award. A new headteacher was appointed in September 2011.

A nursery and after-school club operate on the same site. Both of these provisions are managed externally and are inspected separately.

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	4
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	4

Key findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the capacity of leaders and managers to bring about rapid change to teaching and learning in mathematics in order to accelerate the progress of pupils.
- The overall effectiveness of the school is inadequate because leaders and managers have not brought about sufficient improvement since the last inspection. However, the school provides an acceptable standard of education for its pupils. Children begin school with skills that meet national expectations. They make good progress in the Early Years Foundation Stage so that they start Year 1 with skills and knowledge that are above those expected nationally. In Years 1 to 6, pupils continue to make good progress in English but progress in mathematics is only satisfactory. Consequently, standards in English are generally well above average while those in mathematics are above average.
- While teaching is stronger in English, it is no better than satisfactory in mathematics. This is because work does not always match pupils’ needs well enough and they are not consistently helped to know how to improve. The curriculum does not provide sufficient opportunities for pupils to practise their mathematical skills.
- The behaviour of pupils is good. In lessons, pupils listen attentively. They have positive attitudes toward learning and good relationships with staff. Occasionally, a small minority of pupils can become restless when teaching is less effective. Pupils feel safe and know that staff care for them well. Attendance is above the national average.

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- The recently appointed headteacher and deputy headteacher have made some improvements to the school. They have made a positive start on improving the premises and ensuring that assessments are now accurate. Relationships with parents and carers are improving. However, leaders and managers, including the governing body, have not secured enough improvement since the last inspection in mathematics. This is because procedures for performance management through the monitoring of teaching have lacked sufficient rigour to bring about rapid improvement. Support for pupils who are at risk of underachievement has strengthened recently, although it is too early to assess the impact this is having on their progress.

What does the school need to do to improve further?

- Raise the quality of teaching and learning in mathematics so that pupils make good progress in all classes, by ensuring that:
 - assessment is used to plan work that consistently meets pupils' learning needs
 - pupils know, understand and use targets in lessons to improve their work
 - marking consistently includes comments that tell pupils the next steps in learning and gives them opportunities to respond
 - regularly planned opportunities are provided for pupils to practise their mathematical skills in other subjects.
- Improve the effectiveness of leaders and managers by ensuring that:
 - whole school initiatives to improve teaching are clearly understood by staff and rigorously monitored for consistency and effectiveness
 - specific programmes to support pupils at risk of underachievement are formally monitored and evaluated for their effectiveness in helping these pupils to make accelerated progress
 - the governing body is more involved in holding the school to account for its effectiveness in raising progress.

Main report

Achievement of pupils

Children make a good start in the Early Years Foundation Stage. There are clear and effective arrangements that ensure they feel confident in starting school. They settle quickly and make good progress in their learning. By the time they enter Year 1, their skills and knowledge are above average in all areas. In particular, their literacy and mathematical skills are both above average. The progress pupils make in Years 1 to 6 is satisfactory overall, although it is generally much stronger in English than in mathematics. Currently, pupils are making good progress in English and satisfactory progress in mathematics. For example, in the current Year 6 the attainment of pupils is well above average in English and above average in mathematics. In English lessons, pupils are more aware of what is expected of them and consequently make

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good, and for some, outstanding progress. For example, in one English lesson pupils concentrated well on the most important aspects that they needed to improve because they were given clear success criteria for their learning and also were reminded of their own personal targets. However, in mathematics lessons, while pupils are told the overall lesson objective, the activities they are given do not always match their needs. For example, in one lesson, the work given to the less-able pupils and those of average ability was too difficult, so that they could not make the leap between what they already knew and the new learning. In another mathematics lesson, the pace of learning was too slow for most pupils and lacked challenge because most pupils found the work too easy.

Disabled pupils and those with special educational needs make satisfactory progress overall, although there are examples of good progress, for example, in helping pupils with emotional and social needs to gain a greater confidence and self-esteem. Pupils known to be eligible for free school meals mirror the progress of their peers. Boys and girls make equal progress in most year groups. The overwhelming majority of parents and carers who responded to the questionnaire felt that their children were making good progress. The inspector found that while progress in English is good, progress in mathematics is only satisfactory.

Quality of teaching

The quality of teaching is good in the Early Years Foundation Stage. This is because the teacher uses observations and assessments to plan activities to enable children to build on their learning. There is a good balance between adult-led and child-initiated activities to ensure that learning is productive and children are enthused and engaged. In Years 1 to 6, teaching in English remains a strength, with particularly effective use of clear targets to help pupils improve their writing. There is a good focus on reading skills so that by the end of Year 2 attainment continues to rise and by the end of Year 6 is significantly above the national average.

However, the teaching of mathematics is only satisfactory. Teachers do not consistently use assessment to plan activities that are tailored to meet pupils' needs. By the time they reach Years 5 and 6, there are gaps in their learning that teachers are having to address. Pupils are unaware of their own targets and marking does not consistently tell them how to improve. Timetables for each class show that there is a clear emphasis on developing pupils' English and literacy skills but not enough time is spent learning mathematics. Similarly, there are many opportunities for pupils to practise their reading and writing skills in other subjects but the chances to practise their mathematical skills are not consistently planned into other subjects and so are less effective.

However, in all lessons pupils have positive relationships with staff. Teachers plan lessons that will engage and enthuse pupils and consequently their attitudes to learning are positive. There are increasing opportunities through the wider curriculum to develop pupils' wider skills such as in music, the creative arts, learning a foreign language, growing their own vegetables and participating in a variety of

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sports. Through these and other activities, good attention is paid to pupils' spiritual, moral, social and cultural development.

The overwhelming majority of parents and carers who responded to the questionnaire and the large majority of pupils felt that teaching is good. The inspector found that while teaching in English is enabling pupils to make at least good progress, it is not consistently effective enough in mathematics.

Behaviour and safety of pupils

Pupils behave well together in the playground, looking after each other and enjoying playing imaginative games. There are opportunities for them to be active on a trim trail or to talk and reflect in the sensory garden. Pupils say that when others are occasionally unkind, these matters are quickly resolved by adults. Pupils have a good understanding of different types of bullying but feel that this does not happen in school. There are no recorded incidents of bullying and poor behaviour is rare. Pupils feel safe because they know that someone is always on hand to help them if they need it. Behaviour in lessons is good, although there are times when pupils become restless when the quality of teaching is less effective. However, for the vast majority of the time, pupils are engaged and have positive attitudes to their learning. They work well together, supporting each other in their learning. Pupils have a good understanding of right and wrong and have positive social skills. Older pupils look after younger ones. The overwhelming majority of pupils, parents and carers who responded to the questionnaires agreed that there is a good standard of behaviour in the school and all agreed that pupils are kept safe. The attendance of pupils is above the national average and the percentage of persistent absence is low. The school has particularly focused on pupils' punctuality and this has improved. This is because there are good systems in place to follow up reasons for absence and pupils who are late, and for rewarding those who attend regularly.

Leadership and management

The school has been through a difficult period in recent years, including issues related to changes in leadership and management. As a result, there has not been sufficient focus on the issues for improvement from the previous inspection and, consequently, they remain unresolved. Current school leaders have needed to address some important points such as the safety of the premises and ensuring that the assessment of pupils in reading, writing and mathematics is accurate, both of which have been tackled successfully. There has, however, been insufficient improvement in the school as a whole since the last inspection. There is not enough evidence that the school has the capacity to improve because the quality of teaching in mathematics has not improved. The school development plan has identified the right areas for improvement but current leaders cannot yet demonstrate enough impact on the progress of pupils from the actions they have taken. For example, there have been improvements to the identification and support for pupils who are at risk of underachieving although it is too early to assess the impact of these measures. It is not always clear how leaders and managers are planning to monitor

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and evaluate their actions. Lesson observations, while improving, are still sometimes too generous in their judgements. The governing body is very supportive but is only now beginning to receive sufficient information and training to enable them to effectively challenge the school. Middle leaders are now involved with senior leaders in checking the accuracy of assessments, although this is at an early stage of development.

The curriculum is satisfactory because it generally meets the needs of pupils, although there are still weaknesses in mathematics. Leaders and managers provide a good lead in the pastoral development of pupils. The promotion of pupils' spiritual, moral, social and cultural development is good. In particular, collective worship is used well to promote pupils' spiritual development through opportunities for prayer and praise. Relationships with parents and carers are improving and, as a result, the very large majority who responded to the questionnaire have positive views about the school. Leaders give due attention to ensuring that personal skills are promoted within the curriculum and ensure that any discrimination is tackled. The school takes care that all pupils have equal opportunities in their learning. For example, it ensures that groups of pupils make similar gains in their learning such as the progress of boys and girls. The safeguarding policies and procedures meet statutory requirements and give no cause for concern.

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).

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.



8 March 2012

Dear Pupils

Inspection of Clent Parochial Primary School, Stourbridge, DY9 9QP

Thank you for the welcome that I received when I visited your school recently. It was lovely to meet you all and find out about your school.

You told me how much you like your teachers and that they are kind to you. This helps you to feel safe and secure in the school. You also told me how much you enjoy school, especially now that you are able to go out on more trips.

I found that you make good progress in your English lessons. Well done. However, I also found that your progress in mathematics is not as good and so that although you make satisfactory progress, you could learn even faster. In order to do that, your school has been given a 'notice to improve' which means that everyone will help you to make better progress very quickly.

I have asked your headteacher, your teachers and the governing body to:

- make sure work is just right for you, not too hard or too easy
- help you to know, understand and use targets in mathematics so that you know how to improve
- use marking to tell you the next steps to take in your learning
- give you opportunities to practise your mathematical skills in other subjects
- keep checking that any changes in teaching are helping all of you to make good progress.

You can all help by telling your teacher politely if you think the work is too hard or too easy or asking for help if you don't know or understand your targets.

Thank you again for looking after me so well.

Yours sincerely

David Shears
Lead inspector

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