

Clare Community Primary School

Inspection report

Unique Reference Number	124533
Local Authority	Suffolk
Inspection number	359693
Inspection dates	21–22 March 2011
Reporting inspector	Michael Sutherland-Harper

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair	Tom Shaw
Headteacher	Joan Horner
Date of previous school inspection	10 December 2007
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Introduction

This inspection was carried out by two additional inspectors. Eleven lessons were observed and six teachers were seen. Meetings were held with governors, staff and pupils. Inspectors observed the school's work, and looked at pupils' books, the school's development plan, assessment data, monitoring and evaluation records, policies and procedures. In addition to replies to questionnaires from pupils and staff, responses from 58 parents and carers were received and analysed.

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

- How good are teaching and learning in Key Stage 1?
- How well are assessment and marking used to ensure progress and challenge for all groups of learners?
- How rigorously do leaders and managers at all levels, including middle managers, monitor the work of the school to ensure consistent outcomes?
- How good is progress in mathematics and writing across the school?

Information about the school

Clare Community Primary School is a small primary school which serves the local village and surrounding area. Almost all pupils are White British. The proportions of pupils known to be eligible for free school meals and of those who have special educational needs and/or disabilities, including those with a statement of special educational needs, are below the national average. The proportion of pupils speaking English as an additional language is below average, as is the proportion of pupils from minority ethnic backgrounds. The school holds National Healthy Schools' status. There is an integral nursery on site. The school is subject to local authority reorganisation plans for schools in the area. Re-building has recently taken place.

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

The school provides a good quality of education. As one parent stated, 'This school has helped my child to become an enthusiastic and independent learner.' Pupils make good progress in response to good teaching and the careful attention given to every individual. Teachers and teaching assistants ensure that all pupils are safe and well cared for. Leaders and managers work closely with the governing body and other partners to ensure that improvement continues, for example through focused tracking of pupils' work and a clear school development plan. The role of middle managers is being developed to ensure further improvement takes place through their close monitoring of planning and teaching. The school's self-evaluation provides an accurate reflection of its strengths and where further improvement is needed. As a result, capacity to improve is good.

Pupils feel safe and healthy in school and parents and carers agree. Their personal development is good. The new building, including a brand-new music room, provides additional opportunities for learning. Pupils feel positive that their opinions have been taken into account in determining the physical layout of the new school. They greatly enjoy the wide range of activities available at school that supplement the curriculum. Older pupils are actively involved in promoting the welfare of the youngest pupils by ensuring that they behave well and feel confident in assemblies and on other occasions. Although the school has put procedures in place to raise attendance levels and discourages families from taking holidays in term time, it remains broadly average.

Learning and progress are good in Key Stages 1 and 2. Clear expectations and procedures contribute to sustained pupil engagement with learning and the rapid acquisition of essential skills. Carefully devised teaching programmes ensure good progress in mathematics and writing across the school. Teachers and teaching assistants make good use of questioning in lessons to drive learning forward; best practice in assessment procedures is beginning to be shared between staff. Whilst pupils are clear about their targets, they are sometimes less clear about the next steps they should take towards achieving them.

Teachers have good subject knowledge and plan carefully to engage pupils. Activities and resources, such as extensive use of visual stimulus in Key Stage 1, are appropriate to the age range and incorporate good use of information communication technology. Pupils with special educational needs and/or disabilities make good progress; they work closely with specialist teaching assistants. The school is developing its intervention programmes to further extend gifted and talented learners. All groups benefit from a good curriculum and good care, guidance and support.

Leaders and managers have worked in partnership with other schools and outside support to raise standards. They have invested in electronic systems and improved their accuracy in the monitoring and tracking of progress. The governing body brings a wealth of

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experience to the school and has supported it well during a busy period of rebuilding. Safeguarding procedures are well-defined and effective. Community cohesion is well developed. The school has links with local, national and global communities and is working hard to develop the last two even more fully so as to enhance the curriculum and pupil experiences further.

What does the school need to do to improve further?

- Ensure that levels of attendance continue to rise by:
 - further and regular communication with parents and carers about expectations
 - developing of a system which encourages pupils to aim for full attendance.
- Ensure that assessment procedures enhance the quality of learning by ensuring that
 - teachers check regularly that pupils are clear about their targets and the steps they need to take to achieve them
 - all staff share best practice in questioning techniques and written assessments.

Outcomes for individuals and groups of pupils

2

Pupils' achievement and enjoyment of learning are good. Pupils are enthusiastic about the opportunities which their new school provides and are keen to show it off. The school prides itself on the inclusive nature of its community of learners whilst ensuring that the needs of individual pupils are met. Attainment on entry is average. Teachers explain activities carefully and ensure that pupils in Key Stage 1 are fully involved in their learning and make good progress. They work well independently and are encouraged to share ideas and opinions with their teachers and each other. As a result, their rapid rate of progress continues into Key Stage 2 with some pupils demonstrating very good achievement in Year 5 which is at present the top year in the school. Regular handwriting sessions and target challenge games are used to provide opportunities for pupils to shine. They are presented with a pen for high quality work. Teachers plan mental mathematics sessions and carefully link work to follow systematically from year to year. This has effectively improved pupils' results in mathematics. Boys make similar progress to girls in all subjects. Pupils with special educational needs and/or disabilities make good progress because of teachers' careful tracking, individual education plans, clear expectations and well-timed tasks. Pupils are increasingly keen to take lead roles in lessons. They work well together on group tasks but opportunities to increase their involvement by them providing the feedback on what they have learned are sometimes missed.

Behaviour, observed in lessons and around the school during the inspection, is good. A very small minority of pupils expressed some concern that behaviour was not good but inspectors found that pupils behaved with consistent thoughtfulness and an examination of records and documentation confirmed this. The very large majority of pupils feel safe in school. Older pupils are keen to take on the responsibility of helping to look after younger ones. Pupils are involved in the emerging school council and raise funds for charity as well as contributing to development plans for the new site.

Pupils are keen advocates of healthy eating and of the range of sports activities available at the school to help them stay healthy. Good access to information and communication technology and regular opportunities to use it are accompanied by an engaging range of

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tasks in literacy and numeracy to ensure the development of good workplace skills. The school is continuing its work with families to ensure good attendance wherever possible. Spiritual, moral, social and cultural outcomes are good. Pupils have clear concepts of right and wrong and get on well with each other. They are encouraged to be reflective learners. This is promoted effectively through class links, to encourage cultural awareness, with different countries and continents.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is good. Teachers in Key Stage 1 make good use of a variety of resources including an interactive puppet, song and review to engage pupils. In a Year 5 lesson, the teacher engaged the pupils well; the brisk pace and challenge, as well as closely timed activities, ensured all were fully involved. Lessons are carefully planned to meet the needs of different groups of learners. In the best lessons, effective use of focused questioning encourages pupils to provide not only an extended answer but also the reason for it. Teachers increasingly continue the process of taking learning forward through the questions they write on pupils' work during marking. The school has focused on expanding this practice because marking does not always show pupils the next steps they need to take to reach their targets. Teachers hold termly reviews to ensure that targets for children with special educational needs and/or disabilities are carefully matched to their needs.

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The curriculum is well planned using a thematic approach that enables pupils to use skills and apply them across a number of areas. For example, one classes work on India provided opportunities for pupils to access literacy, science, musical and geographical skills. Such work in each class contributes to a clearer understanding of global dimensions. Children are able to share their own experiences and are encouraged to bring resources to lessons; this involvement is at an early stage. Examples of how the curriculum contributes effectively to outcomes include the recent music focus week and the collaboration with another school to ensure an effective delivery of French.

Pupils are well supported in their learning by individual education plans and the work of teaching assistants. Good care begins at the start of the day when pupils are met and greeted as they make their way into school. Good links with outside agencies and with parents and carers reinforce the work of the school and help to ensure good support for pupils whose circumstances make them vulnerable. The vast majority of parents and carers feel well informed about the progress their children are making. Close links with middle and senior schools have helped with effective transition arrangements.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders and managers share the school vision with all staff and parents and carers. They accurately identify key areas for improvement. They have reviewed the tracking and monitoring system; as a result, the school is able to drive improvement forward by quick response to data and analysis of progress. Recent changes in staffing mean that the role of the small number of middle managers in monitoring achievement is only now developing more fully. For example, the special needs co-ordinator has worked with subject staff so that the needs of the gifted and talented have been more fully met. She has also helped to promote numeracy across the curriculum through support and training. The headteacher makes regular visits to classrooms to observe lessons and holds frequent discussions with pupils to gauge progress. Together with the school improvement partner and senior staff, she monitors assessment and target-setting procedures and reviews pupils' targets and progress towards them with all staff.

The governing body brings a range of highly relevant experience, and has a good understanding of the school. It has helped the school through the process of redevelopment, is well trained in safeguarding procedures and conducts a regular review of planning at its meetings. Partnerships, including with the local cluster, provide services such as sporting tuition, which the school could not otherwise offer but it has yet to evaluate how it can take a leading role in some of the partnerships.

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The school promotes equal opportunities by its careful emphasis on the individual as a part of an inclusive community. Every pupil has equal access to all areas of provision and there are rigorous and effective policies to ensure that there is no discrimination. Safeguarding arrangements are securely in place, procedures and policies are carefully reviewed and there is ongoing training for all staff.

The school has carried out an audit and produced an action plan as part of its work on community cohesion. Links are developing with a school in Uganda. Another link has been made with a London school to allow pupils to experience, through a planned visit there, what life is like in a part of the country which differs from their own. French is taught in the school as a further means of fostering cultural understanding. The school makes good use of its resources to secure good outcomes and meet pupil needs, achieving good value for money.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children enter the Reception class with knowledge and skills generally in line with expectations. Some of them have attended in the separate school nursery class. Pupils have the opportunity to become familiar with the school and its routines through pre-school visits. Reception children are taught with Year 1 because of low numbers; this means that more able children can access the Year 1 curriculum and increase their rate of progress. Reception pupils in the mixed class work in separate groups for some activities. Outcomes are generally good because teachers plan engaging activities and structured learning to ensure good pace and steady progress.

Staff have a good understanding of the learning needs of children and use resources effectively, such as the use of inflatable balls to represent the solar system, to provide consolidation and extension of skills wherever possible. There is a careful focus on skills in

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writing and on the development of child-related activities already begun in the nursery class. The new outdoor learning area is well resourced. Leaders work effectively with adults and children; assessment is regularly carried out and recorded. Reception and Year 1 staff work together to ensure continuity and progress.

Children are well-behaved. Adults carefully explain about safety and demonstrate safe practice. They also promote healthy eating habits. Children have free access to water and fresh fruit. Children work well together and with adults. Careful attention is given to children's progress especially those with special educational needs and/or disabilities. Parents and carers enjoy a good relationship with Reception and nursery staff.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 very large majority of parents and carers are happy with their children's experience at the school. They are particularly pleased about the school's efforts to keep children safe and the way in which it meets the children's particular needs. A very small minority expressed concerns about leadership and management and about the way in which the school takes account of their suggestions and concerns. Inspectors shared these points with the school. They found that leadership and management are good with further development under way and that the school is looking at additional ways to develop communication with parents and carers, such as a new website.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clare Community 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 139 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	59	22	38	0	0	1	2
The school keeps my child safe	35	60	23	40	0	0	0	0
My school informs me about my child's progress	29	50	26	45	2	3	0	0
My child is making enough progress at this school	27	47	28	48	2	3	0	0
The teaching is good at this school	33	57	22	38	1	2	0	0
The school helps me to support my child's learning	26	45	28	48	2	3	0	0
The school helps my child to have a healthy lifestyle	23	40	32	55	3	5	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)	17	29	32	55	3	5	0	0
The school meets my child's particular needs	27	47	30	52	0	0	0	0
The school deals effectively with unacceptable behaviour	28	48	23	40	4	7	1	2
The school takes account of my suggestions and concerns	25	43	25	43	8	14	0	0
The school is led and managed effectively	32	55	19	33	6	10	1	2
Overall, I am happy with my child's experience at this school	35	60	19	33	4	7	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	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

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



23 March 2011

Dear Pupils

Inspection of Clare Community Primary School, Sudbury, CO10 8PZ

Thank you very much for the welcome you gave us when we visited your school recently. This letter is to let you know our findings about your school.

The school provides you with a good education. Here are some of the things your school does well.

Your teachers work very hard and you are making good progress with your learning.

The school cares about you as an individual as well as a member of the school community.

Your school works with you to keep you fit and healthy.

You are learning a great deal about other schools in this country and abroad.

Your headteacher and her staff want to make the school even better so we have asked them to do two things which will help:

Encourage your parents and carers to make sure that you attend school everyday

Encourage all your teachers to share their ideas and use the best ways to show you what you need to do next to reach your targets so that you learn even quicker.

You can help your brand new school by always doing your best work and letting teachers know when you need more help.

We wish you every success and thank you again for the cheerful welcome you gave us.

Yours sincerely

Michael Sutherland-Harper

Lead inspector

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