

Clehonger CofE Primary School

Inspection report

Unique Reference Number	116795
Local Authority	Herefordshire
Inspection number	358032
Inspection dates	25–26 May 2011
Reporting inspector	Clive Lewis

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	117
Appropriate authority	The governing body
Chair	Andy Hedges
Headteacher	Sue Jones
Date of previous school inspection	10 June 2009
School address	Gosmore Road Clehonger, Hereford HR2 9SN
Telephone number	01981 250218
Fax number	01981 250218
Email address	admin@clehonger.hereford.sch.uk

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Royal Exchange Buildings
St Ann's Square
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M2 7LA

T: 0300 123 4234

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Introduction

This inspection was carried out by two additional inspectors, who observed five teachers and eight lessons and held meetings with groups of pupils, members of the governing body and staff. The inspectors observed the school's work, including a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Questionnaires from 29 parents and carers, 63 pupils and 14 staff were analysed.

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

- To what degree pupils make consistent progress across the school.
- The quality and rigour of the school's tracking and assessment system.
- The impact subject leaders for English and mathematics have on teaching and learning.

Information about the school

This is a smaller than average school. The proportion of pupils from minority ethnic groups is below average and there are four pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is below average, and there are currently no pupils with a statement of special educational needs. The school has achieved Healthy School status and has gained the International Schools award and the Silver Eco School award.

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?

3

The school's capacity for sustained improvement

3

Main findings

Clehonger CofE is a satisfactory school. The effective leadership and teamwork of the headteacher and senior management team, coupled with a more stable staffing situation, have ensured that teaching and learning have steadily improved and, as a result, lessons are now consistently satisfactory or better across the school. Clear priorities have been set for further improvement. Staff clearly want the best for each child and strive hard to achieve this goal through working closely with families and external agencies. Parents and carers are extremely supportive of the school. They particularly like the positive family atmosphere. One commented: 'My child is doing exceptionally well at Clehonger. She loves going to school because it is such a happy, friendly place to be.'

Pupils make satisfactory overall progress. Standards and progress in writing have risen well due to a range of initiatives, but standards in mathematics remain below those in reading and writing. This is because the school's focus has been strongly and effectively on the urgent need to improve pupils' writing and reading skills. The school has not yet fully addressed the need to devise strategies to further improve pupils' calculation and problem-solving skills. There are clear indications that attainment and progress are beginning to improve rapidly. Although, school data and lesson observations show that standards are higher for pupils in younger year groups and the improvements in provision have yet to work their way through to the end of Key Stage 2, where standards remain only broadly average. The quality of teaching is satisfactory overall. Some good examples were observed across the school, but in a number of lessons the pace of learning was too slow and work was not sufficiently tailored to the needs of different ability groups within the class.

Pupils' personal development is good. They have a good understanding of how to keep safe and of the need for healthy lifestyles. Parents and carers say their children really enjoy coming to school and pupils agree enthusiastically, as is confirmed by their good levels of attendance. A strong moral code is implicit within the school's ethos and this is reflected in pupils' good behaviour. This in turn has a positive effect on the progress pupils make in most lessons. In most instances, they work hard and conscientiously, both independently and cooperatively, without the need for constant adult intervention, but in a small minority of lessons, pupils are not as well motivated or engaged in their learning. The curriculum ensures that pupils benefit from a satisfactory variety of activities and experiences such as visits, residential stays and visitors to school, and its impact is beginning to be seen in pupils' increased enjoyment of lessons and resultant improved progress. Good care, guidance and support ensure that all pupils are able to learn and develop confidence, regardless of their individual circumstances. Secure systems are now used to assess and track pupils' progress in order to ensure that any pupil falling behind is identified quickly and support is provided. The school's links with the local community and organisations are strong. It is developing links with a number of schools overseas, but it

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has yet to develop ties with groups further afield in this country. The school has a satisfactory understanding of how well it is doing and what needs to be done next. This, together with the improving picture regarding progress and attainment demonstrates that the school has a satisfactory capacity to maintain and sustain improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is good or better throughout the school, by ensuring that:
 - lesson activities are carefully and consistently planned with an appropriate level of challenge for all levels of age and ability in order to motivate pupils and fully engage them in their learning
 - a brisk pace is maintained throughout all parts of each lesson.
 - Improve pupils' attainment in mathematics by devising strategies to further improve pupils' calculation and problem-solving skills.
 - Broaden the impact on community cohesion beyond the local community by formulating a plan to promote the national dimensions.

Outcomes for individuals and groups of pupils

3

Attainment on entry to the school varies considerably from year to year, but overall it is broadly at the levels expected nationally. Children make satisfactory progress in the Reception class, and are now making satisfactory progress overall as they move through Key Stages 1 and 2. The standards seen in Year 6 were broadly average but pupils' numeracy books in particular indicate some gaps in learning due to some inadequate teaching in the past. Pupils with special educational needs and/or disabilities make satisfactory progress because of the appropriate support provided by teachers, teaching assistants and outside agencies. In a good numeracy lesson, the teacher motivated and inspired her pupils very effectively, with pupils of all abilities behaving very well, clearly enjoying their work and keen to learn and make progress.

Observations during lessons and around the school confirm that pupils' behaviour is good and a credit to the school, and reflects their good spiritual, moral, social and cultural development. Most pupils show considerable respect for the feelings and beliefs of others. The great majority have good attitudes to learning and develop considerate relationships with peers and adults. They understand the need for healthy lifestyles and for exercise. Pupils have a good range of opportunities to contribute to the school and local communities. The school has good systems to monitor and improve attendance. As a result, attendance has improved significantly and is now above the national average. By the time they leave the school, pupils' satisfactory academic skills, good behaviour and good social skills have prepared them satisfactorily for their future education and the world of work.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account: Pupils' attendance ¹	2
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?

There are some strong features in the teaching provided, and a number of good lessons were observed. Nonetheless, teaching is not yet consistently good enough to ensure the rapid progress pupils must make in order to overcome historic weaknesses and further raise attainment. Teachers demonstrate good subject knowledge. They ensure classroom routines are regularly reinforced so that learning takes place in a well-structured environment in which all pupils can contribute to lessons. Learning intentions are made clear at the beginning of each lesson and, as a result, pupils know precisely what it is that they are expected to do. However, in some lessons where teaching was satisfactory, the pace of learning was slower and work was not always pitched at levels appropriate for significant groups in the mixed-age classes.

Teachers are developing a better understanding of the progress the pupils in their care are making due to a recently introduced termly analysis of assessment and tracking data for each pupil. Teachers' marking of pupils' work is up to date and encouraging and, in the best cases, points out what steps pupils should take to improve further. The curriculum provides carefully adapted activities to ensure all groups of pupils experience success. There is an appropriate emphasis on developing key literacy and numeracy skills and on extending pupils' knowledge and skills in other subjects. Staff are beginning to link different subjects to make learning more meaningful. The school's good arrangements for the care of all pupils, including those with special educational needs and/or disabilities,

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contribute to their good development and well-being and support their learning well. When needed, a wide range of specialists and support agencies are called upon to support those pupils whose circumstances make them particularly vulnerable.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, with the support of the local authority, has introduced a number of initiatives designed to arrest underachievement and instil a culture of accountability in the staff and pupils. Improvements since the last inspection include securing the accuracy of systems for assessment and tracking, and monitoring and supporting teaching so that it is now satisfactory or better across the school. The school has also significantly improved the use it makes of assessment and tracking data. Key subject leaders are starting to effect improvements in English, mathematics and science and progress is steadily improving as a result of these initiatives.

The governing body has a reasonable overview of the school's work and future priorities, and is fulfilling its roles satisfactorily. The school has good relationships with parents and carers, and its good partnerships with outside agencies support pupils' learning and well-being well. The school promotes equality of opportunity and tackles discrimination satisfactorily. The school has satisfactory safeguarding procedures. It identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The school promotes community cohesion within its own and the local community very effectively. It is aware, however, that pupils' understanding of those living in contexts which are different to their own is not developed well enough, for example through links with schools in more contrasting urban environments in the United Kingdom. The school makes satisfactory use of resources and provides satisfactory value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Provision for the youngest children is satisfactory. Children clearly enjoy school, have settled into the routines well and play happily together and independently. 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. Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are well supported and are integrated well into all activities. A strong emphasis is placed on developing children's language and communication skills at every opportunity. The Early Years Foundation Stage classroom has a secure outdoor area, accessible directly from the classroom. It has recently been improved by the addition of a large covered area which will allow daily use during inclement weather. However, resourcing for this outdoor curriculum area is currently limited. Adults have a sound knowledge of the learning and development and welfare requirements and guidance for the Early Years Foundation Stage. They manage children and their behaviour appropriately. There are good systems for the long-term assessment and tracking of children's progress and planning builds securely on 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 children's individual profiles.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of parents and carers declare themselves happy with their child's experience. All who responded believe that the school is led and managed effectively, that teaching is good, that the school keeps their child safe, encourages healthy lifestyles and ensures that their child is well-prepared for the future. The overwhelming majority of parents agreed with every one of the remaining statements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clehonger CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 29 completed questionnaires by the end of the on-site inspection. In total, there are 117 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	52	12	41	1	3	0	0
The school keeps my child safe	15	52	14	48	0	0	0	0
My school informs me about my child's progress	15	52	13	45	1	3	0	0
My child is making enough progress at this school	15	52	12	41	1	3	0	0
The teaching is good at this school	14	48	15	52	0	0	0	0
The school helps me to support my child's learning	12	41	16	55	1	3	0	0
The school helps my child to have a healthy lifestyle	13	45	16	55	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)	11	38	17	59	0	0	0	0
The school meets my child's particular needs	13	45	14	48	1	3	0	0
The school deals effectively with unacceptable behaviour	14	48	14	48	1	3	0	0
The school takes account of my suggestions and concerns	15	52	11	38	2	7	0	0
The school is led and managed effectively	12	41	16	55	0	0	0	0
Overall, I am happy with my child's experience at this school	16	55	10	34	1	3	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



27 May 2011

Dear Pupils

Inspection of Clehonger CofE Primary School, Hereford, HR2 9SN

Thank you for welcoming the inspectors to your school and for talking to us about what you do there. Clehonger CofE is a satisfactory school. Those who lead your school do so satisfactorily and provide you with good care and guidance. It was good to see that you clearly enjoy school and that you know how important it is to eat healthily and take regular exercise. You told me that you enjoy being in school and your high levels of attendance demonstrate this clearly. It is to your credit that most of you behave well and get on well with each other and with all the staff. However, although your standards in reading, writing and mathematics are clearly improving, I have asked the school to further improve standards by:

- improving teaching so that all your lessons are as exciting and interesting as they can be in order that you all make good progress in every lesson
- finding ways to help you improve your calculation and problem-solving strategies so that your work in mathematics improves
- making plans to develop links with schools and other organisations in the United Kingdom so that you can gain a better understanding of the way communities live in other parts of the country.

You can help by continuing to attend the school regularly and working hard to learn your mathematical tables.

Once again thank you for being so welcoming during our visit.

Yours sincerely

Clive Lewis

Lead inspector

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