

Cleobury Mortimer Primary School

Inspection report

Unique Reference Number	123361
Local Authority	Shropshire
Inspection number	359419
Inspection dates	20–21 June 2011
Reporting inspector	Gillian Salter-Smith

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	R Powell
Headteacher	B Williams
Date of previous school inspection	26 September 2007
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Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons were observed and eight teachers seen. Meetings were held with groups of pupils, members of the governing body and staff. Telephone conversations were held with the local authority attached adviser and a small number of parents and carers. Inspectors observed the school's work, and scrutinise documentation that included the school's self-evaluation form, the school improvement plan, records of pupils' progress and attainment, policies and documents relating to safeguarding. Questionnaires received and analysed included 80 parents and carers, together with those from staff and pupils.

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

- How much the provision and children's progress in the Reception class have improved since the last inspection.
- How successful the school has been in ensuring consistency in attainment and progress in Key Stage 2, especially in relation to writing, boys and pupils with special educational needs and/or disabilities.
- Whether teaching and the use of assessment are consistently effective.
- How effective middle leaders are in bringing about improvements to provision and progress.

Information about the school

This is an average-sized primary school. There is a higher percentage of girls than in the average primary school. The proportion of pupils known to be eligible for free school meals is close to the average. The vast majority of pupils are from White British backgrounds. A very few pupils are at the early stage of learning English. The proportion of pupils identified with special educational needs and/or disabilities is above average, while the proportion with a statement of special educational needs is average. The proportion of pupils moving into and out of the school is well above average.

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

Cleobury Mortimer Primary is a good school. Highly committed leaders and managers, well supported by a strong team of staff and the governing body, have relentlessly pursued improvement and succeeded in improving many aspects of the school's performance and provision. Good capacity to improve further is demonstrated clearly in the improved achievement of pupils, combined with the school's effective self evaluation. Parents and carers responding to the questionnaire are highly supportive of the school's work and many appreciate the improvements that have been made.

Pupils feel happy and safe in school because there is a secure environment where relationships between staff and pupils are caring and supportive. Staff know individual pupils well and provide good pastoral care and academic support, especially for those in potentially vulnerable circumstances. Pupils enjoy school, have positive attitudes to learning and achieve well because they are well taught. In the large majority of lessons, teaching, learning and progress are good and are occasionally outstanding. Pupils enjoy learning because the good curriculum includes exciting topics, activities, visits and visitors about which pupils are keen to find out more. Good opportunities for sport, music and art and design support pupils' personal and academic development. Children make a good start in the Reception class from starting points in their development that are broadly in line with expectations for their age. They are benefiting from a good focus on developing early speaking, reading and writing skills. Children enjoy the planned outdoor sessions enormously but there are few opportunities for children to choose when they can be busy outdoors.

Although judgements made in the school's self-evaluation are modest, rigorous monitoring of pupils' progress and teaching by senior and middle leaders has identified the right priorities. These are articulated clearly in the school improvement plan that underpins the strong drive for further improvement. Improved systems to assess and track pupils' progress are used by senior and middle leaders alongside class teachers to identify potential underperformance of pupils. Staff work successfully as a team to provide well-targeted support for these pupils. Well-focused professional development and staff coaching has led to greater consistency in teaching, although in some cases where there has been staff absence, the schools' high expectations of provision have not always been fully met. The governing body is supportive of the school's work and holds leaders to account. However, with many new members, its influence on long-term development is more limited and the skills required to monitor the school's performance are under developed.

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What does the school need to do to improve further?

- Improve teaching further so that all lessons are at least good and there is a greater proportion that is outstanding within 12 months by:
 - making sure that learning tasks and activities fully match the needs of all pupils
 - providing more opportunities for pupils to work independently and solve problems
 - making sure that more-able pupils understand what more is expected of them in every lesson
 - monitoring provision even more stringently where there is discontinuity in staffing in order to assure continuity in the school's high expectations of teaching.
- Improve opportunities for outdoor learning for children in the Reception class by:
 - providing more opportunities for children to have access to outdoor learning when they are choosing activities and are busy independently
 - ensuring that more of the activities provided outdoors are related to the main focus areas for learning.
- Improve the influence of the governing body on the long-term development of the school by providing further training opportunities to develop the skills and confidence of members of the governing body, particularly in monitoring the school's performance and provision.

Outcomes for individuals and groups of pupils

2

Pupils enjoy lessons, behave well and many say that learning is fun. They work diligently on tasks and enjoy talking through their ideas with each other in a well-structured and cooperative manner. They are lively, interested and curious about new ideas. For example, in a religious education lesson Year 5 pupils asked many questions about Sikh beliefs and showed great respect for a religion that was new to them. Pupils are well motivated and settle to tasks quickly, working without the direct supervision of an adult.

The focus in recent years on improving pupils' achievement particularly in writing and mathematics has been successful across the school and there is a rising trend of attainment at the end of Key Stages 1 and 2. Attainment by Year 2 is above average. Good teaching and well-targeted intervention programmes have helped pupils to catch up on previous underperformance, particularly in Key Stage 2. Inspection evidence shows that attainment in mathematics and English for Year 5 and 6 pupils, including writing, is above age-related expectations and that progress is at least good in nearly all year groups. The gap in performance between girls and boys, especially in writing, has closed with boys outperforming girls in some year groups. Pupils with special educational needs and/or disabilities make good progress because staff know their needs well. These pupils are well supported in class and additional specific support is given where it is needed. The few pupils learning English as an additional language make good progress because staff take care to ensure they understand lessons and they receive good support from visiting specialists.

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A high proportion of pupils take part in extra-curricular sporting activities. Pupils enjoy plenty of physical activity at break and lunchtimes and they understand how to eat healthily. Pupils take on responsibilities seriously enjoying leading play activities and looking after younger pupils in the dining area. Many links between older and younger pupils, such as reading partners and buddies, give pupils the feeling of belonging to a large 'family'. The vast majority of pupils attend regularly and punctually. The school works effectively with a very few pupils with medical and social difficulties to help improve their attendance. Pupils have secure basic skills that they use in many contexts. Their social skills are well developed and they take initiative and responsibility, for example through the active pupil voice committee.

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?

Lessons are purposeful and fun and pupils feel very well supported by their teachers. Teachers' good planning builds on prior learning and gaps are recognised and filled. Rigorous assessment systems enable teachers to develop a good understanding of individual needs. Teachers manage learning activities well so that learning takes place at a good pace. Pupils enjoy lessons because they are often based on pupils' own experiences, and resources are used well to stimulate imaginative responses. For example, pupils planned and wrote leaflets for tourists following a visit to a nearby castle. Pupils know their specific targets for literacy and numeracy and find them helpful in knowing what to

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concentrate on in lessons. Older pupils often review each other's work, and this helps to consolidate their own understanding. Teachers mark pupils' work regularly and identify clearly for pupils the next steps in learning. There are occasional gaps in marking where there has been discontinuity of teaching. Although success criteria for lessons are shared with pupils, it is not always clear what more is expected of the most-able pupils. Tasks are not always well matched to pupils' different needs so that on occasions less able pupils need more support. Opportunities for pupils to follow up tasks independently and solve problems are not fully exploited.

The curriculum is well planned to ensure progression in learning basic skills and to meet pupils' different needs. Pupils have increasingly good opportunities to practise their literacy and information communication and technology skills within the context of themes and activities that they find interesting. An excellent range of enrichment activities developed in effective partnership with other schools supports pupils' personal and academic development. Early identification of pupils with special educational needs and/or disabilities is ensuring that pupils receive support which is well tailored to their needs.

The school is a welcoming attractive environment with much display of pupils' work that celebrates their achievements. Pupils joining the school mid-year are very well supported and the pupils play an important role in making new children feel welcome. The school is successful in encouraging the good attendance and punctuality of the vast majority of pupils, and is working effectively to increase the attendance of a few whose attendance is below average. The school works very effectively in good partnership with local agencies to ensure that pupils in potentially vulnerable circumstances and those with special educational needs and/or disabilities receive the right support to help them feel settled and secure in school.

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?

Senior leaders set high expectations of staff, pupils and themselves and are highly motivated in seeking improvements. Challenging targets are set for pupil and staff performance. The staff team, including middle leaders, have been galvanised to work towards common purposes and have been successful in improving the effectiveness of provision and supporting accelerated progress. Key areas of weakness such as pupils' writing skills and pupils' calculation skills in mathematics have been tackled effectively. Difficulties associated with the continuity of staffing have largely been overcome but there are instances where the school's high expectations have not always been fully met.

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The governing body fulfils its statutory duties, including those for ensuring equality of opportunities. It is supportive of the school's work and holds senior leaders to account. Members of the governing body are increasingly involved in working alongside staff in the school and seeing the work of the school first hand. There has not yet been sufficient training to develop fully the skills and confidence of the many new members of the governing body in monitoring the work of the school.

The governing body ensures that arrangements for safeguarding meet requirements and are stringently implemented. Policies and procedures for child protection are securely in place and reflect good practice. Staff work very effectively with external agencies to support children most at risk. Parents and pupils are well informed of how to maintain safety through the internet.

Provision for community cohesion is thoughtfully planned so that pupils have good opportunities to develop understanding and tolerance of people from different backgrounds and cultures. Good links with an inner city school and with schools across the globe provide rich direct communication with a wide variety of pupils. The school community is harmonious and pupils develop respect and understanding of each other's differences.

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	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	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

Provision in the Reception class has improved since the previous inspection when it was inadequate and it is now good. Children enjoy their time in the Reception class and make good progress, reaching most of their early learning goals. Staff observe, assess and record children's progress closely. Consequently, adults know the children very well and tailor activities and their communications with them to an appropriate level. Activities are well planned to develop children's early reading and writing skills within a balance of

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activities led by teachers and those chosen by children, particularly in the indoor and veranda environments. Children are very familiar with the routines of the classroom. They adopt safe practice, share well with other children and respond quickly to adult instructions. They understand the need for good hygiene such as hand washing, particularly after 'messy' outdoor activities. Leaders ensure that the learning environment is safe and that adults are clear of the school's focus on children's achievement and well-being. Leaders are ambitious for children's further improvement and development and as a result the curriculum enrichment adopted in Reception is developed into Year 1 in order to enhance children's progress as they move in Key Stage 1. Although children enjoy the planned access to the outdoor environment a great deal, they have limited access to the outdoors when making choices about how they can be busy, active and learning. The range of outdoor activities planned to develop the main focus areas for learning is limited. By the end of the Reception year most children, including those who join in January, make good progress and reach a good level of development in most areas of learning. Few reach higher than the expected level of development for their age.

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 number of parents and carers who returned questionnaire was around the average for this type of school. The overwhelming majority are happy with their child's experience at the school. Many commented on how the school has improved in recent years. Parents and carers' comment on the good care and support provide for individuals, especially those with special educational needs and/or disabilities. A very few parents have concerns that bullying is not dealt with effectively. Inspectors found that pupils understand what to do if they are bullied and that most cases are dealt with effectively by the school. A concern about the continuity of staffing and disruption to learning was expressed by a very small proportion of parents and carers. Inspectors found that the school's high expectations were not always met with regard to some aspects of teaching. However, the overall progress of pupils remains good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cleobury Mortimer 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	59	30	38	1	1	0	0
The school keeps my child safe	58	73	22	28	0	0	0	0
My school informs me about my child's progress	47	59	32	40	1	1	0	0
My child is making enough progress at this school	38	48	39	49	3	4	0	0
The teaching is good at this school	50	63	29	36	1	1	0	0
The school helps me to support my child's learning	40	50	37	46	3	4	0	0
The school helps my child to have a healthy lifestyle	54	68	23	29	3	4	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)	45	56	26	33	4	5	0	0
The school meets my child's particular needs	48	60	26	33	5	6	0	0
The school deals effectively with unacceptable behaviour	45	56	25	31	7	9	2	3
The school takes account of my suggestions and concerns	43	54	29	36	8	10	0	0
The school is led and managed effectively	43	54	21	26	10	13	2	3
Overall, I am happy with my child's experience at this school	56	70	23	29	1	1	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.



22 June 2011

Dear pupils

Inspection of Cleobury Mortimer Primary School, Kidderminster, DY14 8PE

Thank you for the welcome you gave to the inspection team. We enjoyed talking to many of you and seeing you all at work in lessons.

Your school has improved a great deal since the last time inspectors visited. It is now a good school. You behave well and make good progress because you are well taught. Many of you reach better than average standards in English and mathematics because the leaders of the school, supported by the governors (who are a group of people who help to run the school), have successfully focused on improving assessment and teaching. You are becoming more confident learners ready to tackle difficult tasks. You behave well and you receive good care and support because staff know you all very well and take great care to ensure that your needs are met and that you all, including those who joined the school mid-year, are happy, settled and ready to learn. Your headteacher and her senior staff are ambitious to make the school even better. In order to support them we have asked them to:

- improve teaching even more so that all lessons are good and more are outstanding within 12 months
- improve opportunities for outdoor learning in the Reception class
- ensure new governors are able to play their full part in helping the school.

You have a role to play in bringing about improvements. Attend school regularly and punctually, try your best in all your lessons and do not be afraid to tackle difficult and challenging tasks in lessons. On behalf of the inspection team, I pass on their good wishes for your futures.

Yours sincerely

Gillian Salter-Smith

Lead inspector

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