

The Clinton Church of England Primary School

Inspection report

Unique Reference Number	113452
Local Authority	Devon
Inspection number	357355
Inspection dates	6–7 July 2011
Reporting inspector	Laurie Lewin

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair	Alison Atton
Headteacher	Rachel Brennan
Date of previous school inspection	17 October 2007
School address	Merton Okehampton EX20 3EQ
Telephone number	01805603357
Fax number	01805603357
Email address	admin@clinton.devon.sch.uk

Age group	4–11
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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by one additional inspector. Teaching and learning were observed in eight lessons and two teachers were seen. The inspector met with pupils, staff, parents and carers, and members of the governing body. The inspector observed the school's work, and looked at school documentation including teachers' planning, assessment information and safeguarding policies; he also scrutinised samples of pupils' work. The inspector analysed questionnaires from 17 parents and carers, 30 pupils and four staff.

The inspector reviewed many aspects of the school's work and looked in detail at a number of key areas.

- The effectiveness of the support groups set up by the school to improve pupils' progress.
- Whether pupils have a clear awareness of the targets set to help them improve their work.
- How effectively subject leaders carry out their roles.
- Whether the school is making sufficient use of its pool of expertise and resources across both schools in the federation to help improve teaching, the curriculum, and pupils' achievement.

Information about the school

This is a small school. It serves the local area, with some pupils coming from outside the immediate catchment area. The proportion of pupils leaving or joining the school other than at the usual times of admission and transfer is above average. The proportion of pupils with special educational needs and/or disabilities is broadly average, although above average in some year groups. The proportion of pupils known to be eligible for free school meals is below average. Nearly all of the pupils are White British, with a very small number coming from other ethnic backgrounds. The school has two classes. One class is for Reception and pupils in Years 1 and 2. The other class is for pupils in Years 3, 4, 5 and 6. The school is accredited with Activemark. In January 2010, the school became part of a federation with Dolton Church of England Primary School. The federation is known as The Tarka Federation. Separate inspections of the two schools were carried out simultaneously.

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

2

Main findings

This is a satisfactory school. Since the last inspection, a period of instability in staffing caused a dip in performance, which resulted in low attainment of pupils by the end of Year 6. Over the last two years, this dip has been reversed and the school is improving rapidly. Stabilised staffing, together with improvements made to teaching and learning and the curriculum, has had a strong impact on accelerating the progress that pupils make and the standards that they attain. Pupils enjoy school and their attendance is above average. Children get off to a good start in the Early Years Foundation Stage, where they are taught well and make good progress. Satisfactory and sometimes good teaching throughout the rest of the school ensures pupils make satisfactory progress. As a result, the attainment of pupils by the end of Year 6 is average overall in English and mathematics. In reading, pupils make good progress and achieve above average standards. Although attainment and progress are improving, in some year groups, pupils' mathematical calculation skills are not as good as they should be and weaknesses with grammar sometimes hamper their work in writing.

Staff are good at encouraging all groups of pupils, including those with special educational needs and/or disabilities, to become confident and enthusiastic learners. Teachers make effective use of assessment information to guide their lesson planning. However, occasionally, tasks are not matched precisely enough to pupils' attainment levels and, at these times, progress in learning slows. Staff have worked well to broaden the curriculum to incorporate a wide range of interesting practical activities; for example with exciting science competitions with other local schools. This boosts pupils' enjoyment and ensures they become active and enthusiastic learners. As part of the drive to gain ActiveMark, the school involves pupils in a good range of sports. It also ensures they gain a full understanding about eating healthily and staying fit. Pupils work well through their school council to help improve school facilities and, through their wide-ranging involvement in supporting local events, such as the recent celebrations with the Coldstream Guards visiting the village, they make a good level of contribution to the immediate and wider community.

Through the wide range of charity fund-raising involvement, the good range of responsibilities, which they carry out sensibly, and the school's emphasis on helping them develop respect for one another's feelings, pupils develop strong spiritual, moral and social awareness and a very sensitive understanding of both local and global issues. Through the work they do in religious education and geography, pupils develop an understanding of different cultures represented in the United Kingdom. However, their knowledge and understanding is limited because there are too few links with organisations both locally and further afield to engage them with people from different cultural backgrounds.

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Staff know pupils well and cater sensitively for their needs. As a result, pupils feel safe and well supported, and their behaviour is good. Pupils spoken with reflected a typical view in comments such as, 'This is a very friendly school•there's always someone to help you if you have a problem'.

Through making good use of the resources in the federation, the headteacher has worked well with the staff in driving forward action plans for improvement. In particular, the greatly improved use of assessment information and increased emphasis on the frequent monitoring and review of pupils' progress have led to better teaching, with staff having a clear understanding about pupils in need of extra support. The good and recently much improved relationships with parents and carers, as well as strong links with partner organisations such as other local schools, are used well to boost pupils' learning. Governors liaise closely with staff and support them well in advancing action plans. They ensure all statutory responsibilities are met. The school's accurate self-evaluation, clear plans for future development, strong teamwork and the good rate of improvement in recent times mean that it has a good capacity to keep improving.

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 attainment in writing and mathematics by July 2012 through ensuring that pupils:
 - improve their computation skills and their ability to apply these in problem solving activities
 - improve their grammatical skills so as to boost their ability to write confidently and fluently.
- Improve teaching by July 2012 through ensuring that pupils are always given tasks that match precisely their ability levels.
- By July 2012, develop pupils' understanding of other cultures within the United Kingdom by improving provision for them to learn about and engage with people from different cultural backgrounds.

Outcomes for individuals and groups of pupils

3

When they start school, children's skills and knowledge are generally below the expected levels for their age. They make good progress in the Early Years Foundation Stage and attain average levels by the time they start Year 1. Work in pupils' books and in lessons seen verified that all groups of pupils across the rest of the school, including those who are more able and those with special educational needs and/or disabilities, make satisfactory and sometimes good progress and gain competent basic skills to help them progress in the future. Pupils gain a good grasp of using letter sounds in Years 1 and 2 to aid their reading and writing. By the end of Year 6, pupils read texts associated with their work confidently and with good understanding. The written work of older pupils showed that they often use an interesting range of vocabulary and have some good ideas. However, their grammatical skills are sometimes weak and sentences are, therefore, not always correctly constructed. Although, in the main, pupils gain competent mathematical

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skills by the end of Year 6, computational skills vary from year group to year group. For example, in recent tests conducted for Years 3, 4 and 5 staff have rightly identified that pupils' skills in working with fractions and some calculations are not always as secure as they should be. This slows down their progress in tackling problem solving activities.

Pupils usually enjoy their work. This was seen in a good science lesson, where pupils had a lot of fun building and testing their 'rocket/water powered' vehicles. Pupils carry out a wide range of practical activities such as this and thereby become actively involved in their own learning. Through personal, social and health education lessons and projects within the curriculum, pupils develop a good knowledge of how to maintain a healthy lifestyle. They carry out responsibilities well, such as helping to prepare and run assemblies. Through team-building activities and joint visits carried out with the other school in the federation, pupils gain good social awareness and become good at looking after and supporting each other. Pupils spoken with said they feel safe and appreciate the work done by staff to improve behaviour across the school. Parents and carers are confident that their children are safe.

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?

Teachers make lessons interesting and fun. For example, in an English lesson for pupils in Years 3, 4, 5 and 6, the theme of making 'voice overs' for films had wide appeal to the pupils. Teachers show confident knowledge and, therefore, question pupils precisely and

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give clear explanations about tasks. For instance, in a good reading lesson for Reception and Years 1 and 2, the lively and precise questioning, combined with a good use of 'flash card' resources, helped pupils rapidly grasp and reinforce their knowledge of letter sounds. Through their sound use of assessment procedures, teachers have a clear understanding about how each individual is progressing. They use the information well to set clear and precise targets. Pupils are fully aware of these targets and work hard to achieve them. Teaching assistants work well to support groups of pupils and individuals. Lesson planning is clear and detailed. Teaching is satisfactory rather than good because, on some occasions, activities are not sufficiently well matched to pupils' needs and abilities. At these times, pupils become restless, distracted or passive listeners and do not progress rapidly enough.

The school has worked well in recent times to strengthen its provision for supporting pupils with special educational needs and/or disabilities. Effective intervention, both during lessons and when pupils are withdrawn to work in small groups is helping the individuals concerned to make satisfactory progress.

The curriculum is enlivened by a wide range of interesting topics. The good range of trips, visitors, links with other partner organisations, activities such as video conferencing with the other federation school, and extra-curricular activities also provide good enrichment for pupils' learning. Good provision is made for extra-curricular activities that cater specifically for gifted and talented pupils. Through improving and revitalising the curriculum in recent times, staff have been successful in increasing pupils' interest and enjoyment in their work so they have an increased motivation to succeed and progress.

Staff have a full knowledge of the pastoral and academic needs of all individuals in their care. They react quickly to put extra support in place if they identify any pupils experiencing difficulties. Staff are successful in providing a happy and caring atmosphere in which all pupils feel secure. Where needed, good use is made of external agencies to support pupils' needs. Staff are vigilant in all matters concerned with ensuring pupils are kept safe at all times. Through systems to positively encourage pupils, the school has been successful in improving pupils' attendance over the last year.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, staff and governors work closely together to ensure that provision and pupils' achievement continue to improve. They have done a good job of improving pupils' attainment and progress and correcting the dip in achievement which occurred since the last inspection. The establishment of successful intervention and support groups across

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the school, rigorous analysis of all assessment information and improved teaching have been at the heart of this improvement. The impact of the school's improvement initiatives is still to be fully realised, but there are clear signs that the quality of teaching and pupils' attainment and progress are continuing to improve. The close monitoring of pupils' progress ensures that all individuals are helped to be successful and that no discrimination occurs. However, the school's promotion of equality is satisfactory rather than good because, on some occasions, pupils are not provided with work that precisely matches their needs. Subject leaders have an accurate overview of pupils' attainment and progress and devise good quality plans to aid further improvement.

Parents and carers are kept fully informed about their children's progress. Their views are regularly surveyed and acted on where appropriate. Through the home-school diaries, weekly newsletters and the good work of the parent support adviser, the school is successful in involving parents and carers in their children's learning.

Since it became part of the Tarka Federation, the school has made good use of cross-federation opportunities such as joint planning, joint training for staff and joint activities for the pupils. These collaborations are having a positive ongoing effect on boosting the educational provision at the school. The governing body provides good support for the headteacher and staff as well as holding them to account to ensure that all new initiatives are effective and efficient. In establishing their overview across the federation, most governors have a clear insight into the strengths and weaknesses of this school, but a minority of governors do not yet have a sufficiently detailed understanding about how well the school is performing. Some areas of documentation regarding safeguarding, while covering all the main areas required, are not specific enough to this school. Nonetheless, site security is rigorous and all staff have had the necessary training in safeguarding procedures. The school is actively promoting community cohesion within the school and through its involvement with the local community. However, it has not yet developed sufficient links with organisations locally or further afield that would help promote pupils' awareness of how people from other cultural backgrounds lead their lives.

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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	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

The classroom in which Reception children work alongside pupils in Years 1 and 2 is a lively and attractive area, with a good range of interesting resources and activities laid out to engage children's interests and promote an enthusiastic approach to learning. A strong emphasis is placed on providing a good range of practical activities that children enjoy. For example, two children observed showed much enjoyment in making 'pizzas' and 'yoghurt' with their play-dough, describing, confidently and enthusiastically, what they were doing and what they would do next. Good quality care, guidance and support ensure that children behave well and feel completely secure. Careful planning of the curriculum ensures that children are provided with a good variety of activities. A good balance is maintained between the provision of activities where children can explore and investigate independently, and activities where they are carefully led and supported by the teacher. In addition, the children often benefit from and enjoy the challenge of working alongside their older classmates. This was noted in one reading session seen, where the children confidently joined in the work alongside Year 1 and Year 2 pupils. Through this carefully balanced approach, the teacher helps children make good progress in all areas of learning so that they acquire sound basic skills in reading, writing and numeracy to help them progress in the future.

The teacher uses assessment information well to inform her lesson planning so that activities closely match the ability levels of the children. She constantly assesses how well children are progressing. The teacher has implemented a good quality system to record children's learning journeys across the year which, as well as giving a good ongoing picture of progress, also gives parents an attractive souvenir of their child's achievements over the year.

There is suitable access to a good-sized outdoor area. However, facilities in this area are limited and this limits the chance for the teacher to fully extend children's physical

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development skills. The Early Years Foundation Stage is well led and managed, with accurate self-evaluation and good plans in place to keep provision improving at a good pace. Good collaboration with the teacher in the other Early Years Foundation Stage class in the federation has aided the development of work in this school, with, for example, joint planning and moderation of children's work.

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 rate of return of questionnaires was average. Most parents and carers who responded indicated that they are happy with their children's experiences at school. In particular, most agreed that their children feel completely safe, make the necessary progress and are well prepared for the future.

A few parents and carers did not agree that the school deals effectively with unacceptable behaviour or that the school is led and managed effectively. The inspector looked at these areas and found that almost all pupils enjoyed their time at the school and that good systems are in place to encourage good behaviour. Pupils' behaviour during the inspection was good. The inspector judged that the headteacher and other leaders lead and manage the staff well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Clinton Church of England 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 inspector received 17 completed questionnaires by the end of the on-site inspection. In total, there are 44 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	8	47	6	35	2	12	0	0
The school keeps my child safe	6	35	10	59	0	0	0	0
My school informs me about my child's progress	5	29	10	59	1	6	0	0
My child is making enough progress at this school	4	24	12	71	0	0	0	0
The teaching is good at this school	2	12	12	71	2	12	0	0
The school helps me to support my child's learning	4	24	11	65	1	6	0	0
The school helps my child to have a healthy lifestyle	2	12	12	71	2	12	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)	3	18	8	47	0	0	0	0
The school meets my child's particular needs	4	24	10	59	2	12	0	0
The school deals effectively with unacceptable behaviour	8	47	3	18	2	12	3	18
The school takes account of my suggestions and concerns	6	35	8	47	2	12	0	0
The school is led and managed effectively	5	29	8	47	2	12	1	6
Overall, I am happy with my child's experience at this school	8	47	6	35	2	12	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.



11 July 2011

Dear Pupils

Inspection of The Clinton Church of England Primary School, Okehampton, EX20 3EQ

Thank you for making me feel welcome at your school. I have judged that yours is a satisfactory school. Through talking with you and through the questionnaires you completed, I know that there are many things that you like about your school.

Here are some of the judgements made during the inspection.

- You make a good start to school in the Early Years Foundation Stage.
- I can see that you enjoy school, and the well-planned curriculum makes sure you get lots of interesting activities to take part in.
- You have a good understanding about how to keep yourselves fit and healthy.
- Satisfactory and sometimes good teaching ensures that by the time you reach the end of Year 6, your achievement is satisfactory.
- Your behaviour is good and you have good attitudes towards learning.
- You all have a good understanding about how to stay safe. The adults in the school do a good job of taking care of you.
- The headteacher, staff and governing body have done well to improve your school and they work hard to make sure it keeps improving.

This is what we have asked the school to do now.

- Improve your calculation skills in mathematics.
- Develop your ability to write more fluently and confidently by improving your grammatical skills.
- Make sure you are always given tasks in lessons that are set at the right level of difficulty and which help you to make good or better progress.
- Help you to become more aware about how people from other cultural backgrounds live.

All of you can play an important part in helping the school to improve by continuing to work hard in all lessons.

Yours sincerely

Laurie Lewin

Lead inspector

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