

# Clee Hill Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	123360
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	380643
<b>Inspection dates</b>	19–20 September 2011
<b>Reporting inspector</b>	Alan Dobbins

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	117
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Morrish
<b>Headteacher</b>	Andrew Ellis
<b>Date of previous school inspection</b>	24 June 2009
<b>School address</b>	Tenbury Road Clee Hill Ludlow SY8 3NE
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	19–20 September 2011
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed, in part or in full, six lessons and five of the school's six class teachers. They held meetings with the Chair of the Governing Body, staff, groups of pupils and the school's local authority link adviser. Inspectors looked at policies and reviewed documents and the data the school has on pupils' progress. They scrutinised 41 questionnaires from parents and carers and spoke with 15 parents.

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

- How accurate is the school's information on pupils' attainment and progress?
- How effective are teachers in using information about what pupils know and can do in planning lessons that ensure all pupils make good progress against their targets for learning?
- How effective are the team of senior leaders and governors in improving the quality of the school?
- How good a start do children get in the Reception class?

## Information about the school

Clee Hill is a smaller than average-sized school. Almost all the pupils are White British. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is similar to the national average. A privately run playgroup and an after-school club are located on the school site; these are subject to separate inspection and reporting. Children begin school in the Reception Year.

**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

Clee Hill is a satisfactory and improving school. Over the last three years pupils have made better progress in English and mathematics. For the first time in recent years, last year's Year 6 pupils marginally exceeded the national averages in English and met them in mathematics. Pupils are being prepared increasingly well as young people who expect to be successful when they meet the challenges of their next school. Parents and carers are fulsome in their praise for the school, one saying, 'My child is so happy here. Not only is he doing well in his learning but he is also becoming a lovely young person.'

Children join the Reception class with skills and experiences slightly below those expected of them nationally in most of the areas of early learning, and many lag further behind in their use of language. They make good progress over the Reception Year so that when they enter Year 1, they have caught up with the national average in many of the areas and have moved closer to this in using language. Over Years 1 to 6, pupils make satisfactory progress in the core subjects of English and mathematics. Nevertheless, there is solid evidence of year-on-year improvement in the levels they attain in these subjects and in the progress they are making. Standards in both English and mathematics have risen over each of the last few years from below to broadly average. School records show this improving trend is likely to continue as the current Year 6 pupils are predicted to exceed national averages in both subjects. The better performance of the recent leavers is also reflected in the performance of pupils in the other years. For example, pupils at the end of Key Stage 1 (Year 2) show equivalent gains in their performance over the recent years.

The school is a warm, welcoming and purposeful place. Each pupil is known and valued as an individual, and staff and pupils are very comfortable with each other. Pupils are expected to behave well, and they do so in lessons and around the school. They gain a clear idea of what is right and wrong and many make difficult choices well, including those to do with staying safe and keeping healthy. They are cared for and supported well, and those who require additional help gain it quickly and effectively. Pupils say they feel safe at school. They like being there very much because of the good progress they say they make in their learning, and because school is a place where it is easy to make friends. Most pupils attend regularly.

The higher expectations and the good work of the headteacher and governors are driving the improvement and in this they are well supported by all staff. Through

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their self-evaluation procedures, the senior leaders and governors know the school well. The introduction of a tracking system for recording information on what each pupil knows and can do is making an important contribution to the improving performance. This assessment information is being used increasingly well by teachers in planning lessons that are just right for each pupil, being neither too hard nor too easy. As a result, more good lessons are being taught, and this is contributing to pupils' improving progress. Nevertheless, not enough lessons promote fast enough progress and this is why teaching is satisfactory overall. In these lessons, planning could take better account of pupils' precise knowledge and understanding so that learning is not too difficult or too easy for them. The curriculum is also improving. Detailed planning has resulted in a more cohesive learning package for pupils and the addition of a considerable programme of well-supported lunchtime and after-school clubs has substantially broadened their learning opportunities. Parents and carers are better informed about school-wide matters and of the progress of their children. Through knowing their children's targets for literacy and numeracy, and by helping them at home, many are making a contribution to the overall picture of improving progress. The school's capacity for sustaining this improving picture is good.

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?**

- Ensure that, by summer 2012, pupils are making consistently good progress in their learning by:
  - sharpening the use of assessment information in teachers' planning so that lessons are always made up of tasks that effectively challenge each pupil
  - monitoring and further improving the quality of teaching and learning to ensure that all groups progress and achieve as well as they should
  - continuing to improve the attendance of those pupils who are too frequently absent.

**Outcomes for individuals and groups of pupils****3**

When lessons are planned that match well with the needs of each pupil this leads to equivalently good progress for each pupil; boys and girls, those with learning difficulties and/or disabilities and those who are the most capable. This was the case in a lesson in English when pupils needed to recognise and use nouns, verbs and adjectives to write about the activities portrayed in a picture from a story based in South Africa. The most capable writers completed their sentences with due regard to grammar and punctuation, the next group wrote an individual sentence, while the other pupils chose and wrote words with help from the teaching assistants. Each pupil met the lesson objective, which was to gain knowledge of the different types of

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words required to make a sentence. They behaved very well throughout the lesson and worked hard. Precise planning resulted in tasks that matched their learning needs, including those of the more-able pupils who felt challenged by their work. At the end of the lesson, pupils were quick to tell which were the nouns, adjectives and verbs and why each was required to make a good sentence.

The school is a cohesive community. Pupils are happy there and this helps them become confident as learners and as developing young people. They gain from the many opportunities they have to take part in the day-to-day running of the school including: being members of the school council; acting as class monitors for the register; and, for the older pupils, taking part in the rotas for assembly prayers, milk, the tuck shop, and by being playground buddies. The school council has decreed that the tuck shop should only sell healthy foods. This, and the high take up in the increasing number of after school sports clubs, reflects pupils’ good understanding of the need to maintain a healthy life style. Strong links with the village have a positive impact on pupils’ spiritual, moral and social development, particularly their appreciation of virtues such as trust, belief and friendship. Pupils regularly take part in village festivals, such as those to do with Christmas and the harvest. They routinely contribute to other events, such the remembrance service, the litter pick and the ‘Ludlow in Bloom’ competition. One annual activity fully enjoyed by pupils is making hot cross buns from the dough donated by the village baker. These close links, which add an important dimension to pupils’ learning, are very much appreciated by parents and carers, some of whom attended the school themselves. Pupils’ cultural development is relatively less developed: while they have an awareness of the beliefs and traditions of those from different cultures, their first-hand experiences are limited by the locality. While most pupils attend regularly, a very few pupils do not and this impacts adversely on their progress.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will</b>	<b>3</b>

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

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<b>contribute to their future economic well-being</b>	
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Most classes are made up of pupils whose age extends over two or more chronological years. This means that the range of learning needs and the capabilities of pupils in these classes is broader than is typical. This is a challenge that is being met increasingly well in lessons throughout the school and is resulting in fewer pupils making inconsistent progress. It is, however, clear that as teachers are getting better at using the assessment information held for each pupil in the new tracking system, the proportion of good lessons is increasing. Teachers have been helped by other developments. For example, since the last inspection all classrooms have been fitted with an interactive white board: teachers use these well to enthuse and stimulate pupils, and to broaden their learning experiences through the presentation of relevant video clips and internet sequences. There has been a restructuring of the classes. Year 6 pupils are now taught, not as a mixed-aged class, but as a single year class. As all in this class will be moving on, there is a clearer focus on preparing them for the next stage of their education.

The improving curriculum is helping to raise standards. Pupils know the relevance of their targets for learning in English and mathematics and what is required to move to the next level of their learning. They like this as it provides guidance on how well they are doing and what is required of them next. They also like the range of themes that link different subjects. The current African theme provides good opportunities, for example, to learn about the geography, history and climate of countries in Africa and to develop an understanding of different beliefs and traditions. Parents and carers are quick to point to the value of the growing number of lunchtime and after-school clubs in providing additional opportunities for pupils to explore new interests, such as learning to play the guitar, to cook or to take part in many different sporting activities. Help has been gained from staff in the other schools in the local cluster, especially in developing policies and practice in areas that Clee Hill teachers are not experts.

In a nurturing environment, pupils' needs are met well. Those who require additional help, for example for medical reasons or to support their learning gain it quickly and effectively. Parents and carers report that the school's support over extended medical absences is exemplary. Termly progress meetings, based on the information held in the tracking system, help to identify those who are not meeting their target levels for learning. These pupils gain the specific support of teaching assistants in their lessons or, when required, take part in additional programmes, for example to do with early literacy or for help with mathematics. The main receiving secondary school is well known to staff and pupils. Transition arrangements are managed well and pupils gain a smooth passage into secondary education. Movement through the

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school is also smooth, as is the transition of children moving into the Reception Year from the co-located play group. The school makes prompt checks on pupils’ absences but a very small number of pupils do not attend well enough.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher is effective in improving the school. Staff and governors are unified behind him in his drive for continuing improvement. The governing body is well led and provides a good level of challenge and support to the headteacher. Governors and senior leaders know the school well enough to realise that improved planning for individual’s learning is the key to continuing to raise standards and improve the rate of pupils’ progress. The governing body is pleased with the results so far and firmly expects the headteacher to continue to drive ongoing improvement. The parents and carers see this as an improving school and they very much like this.

The school’s links with outside agencies provide valuable expert help and advice to staff, pupils and their parents and carers and contribute to making the care and support of pupils a strength. Joint working between the school and, for example, the specialist for pupils with hearing impairment, speech and language therapists and the school nurse contributes to each pupil having full access to all the school offers. The ethos of fair play and equality is a visible characteristic of each school day. Parents and carers gain a great deal of information about the school and of the progress their children are making. They have a good knowledge of the workings of the school through their visits to bring and collect their children; from the displays presented on the new plasma screens; the twice-yearly parent and carer evenings; the learning target books for their children; and particularly the class leaflets which outline what is to be taught during the coming term. The recently formed Parent Teacher Association is a result of the parent and carers growing relationship with the school.

Safeguarding procedures are thorough. Staff training is fully up-to-date and recent work on the building is the result of effective risk assessment. All those linked with the school recognise the paramount importance of ensuring pupils’ safety and well-being. Parents and carers are confident that their children are safe, secure and very well cared for at school. Due regard has been paid to community cohesion. The school is a central element in village life. Links with the other schools in the local cluster are well established, as is the link with the local secondary school. National and international awareness is raised through pupils’ support for regional, national



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and international charities. Through appeals, and the profits accrued from the tuck shop, last year pupils donated to the region’s air ambulance, to Children in Need and Comic Relief, and helped sponsor the education of a child in Ethiopia.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children in the Reception Year make a good start to their schooling. Their base is a calm, caring and well-ordered place because leadership and management are both good. In a supportive environment, the children settle quickly and develop strong and trusting relationships with their adults. The balance of teacher-led and child-initiated experiences, both indoors and outside, is good. Teaching is good: through the good assessment procedures, adults know the children well and plan activities that are suited to each of them. From their slightly lower than expected starting points, all children make good progress in each of the areas of learning. Parents and carers appreciate the regular information they gain on their children’s day and how well they are doing in the early learning areas. Some say they actively use this information in supporting their children’s development at home. The close links with the co-located nursery, from where most children join the Reception year, help ensure that the transition is managed well. When they leave the Reception Year they are well-prepared and ready for their work in Year 1.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2

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The effectiveness of leadership and management of the Early Years Foundation Stage	2
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## Views of parents and carers

Almost all of the parents and carers who answered the questionnaire were uniformly supportive of the work of the school. They are happy with the school and feel that because teaching is improving their children are making better progress and are being effectively prepared for the next stage of their education. In their comments, parents and carers said they were pleased that the school was improving without losing its 'family feel'. Inspection findings reflect parents' positive views about school improvement.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clee Hill 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 41 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	33	80	8	20	0	0	0	0
The school keeps my child safe	31	76	8	20	2	5	0	0
The school informs me about my child’s progress	25	61	16	39	0	0	0	0
My child is making enough progress at this school	28	68	11	27	0	0	2	5
The teaching is good at this school	31	76	10	24	0	0	0	0
The school helps me to support my child’s learning	25	61	14	34	2	5	0	0
The school helps my child to have a healthy lifestyle	26	63	13	32	2	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)	30	73	9	22	2	5	0	0
The school meets my child’s particular needs	31	76	8	20	2	5	0	0
The school deals effectively with unacceptable behaviour	17	41	18	44	5	12	0	0
The school takes account of my suggestions and concerns	19	46	18	44	2	5	0	0
The school is led and managed effectively	26	63	13	32	2	5	0	0
Overall, I am happy with my child’s experience at this school	25	61	14	34	2	5	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



21 September 2011

Dear Pupils

### **Inspection of Clee Hill Community Primary School, Ludlow, SY8 3NE**

Thank you for making us so welcome when we visited your school. We found it to be a satisfactory but improving school with some good features. These are some of the things we especially liked.

- Your good behaviour in lessons and throughout the school, which helps you in your learning and in the good way you are growing up.
- The way you are looked after at school and the additional help you gain to deal with any issues you may have.
- That you say you are safe and secure at school and enjoy being there.
- Teachers' improving use of assessment in planning your next steps in learning.
- The information the school provides to your parents and carers on your targets for learning and on how well you are doing in your learning.
- The effective way in which your headteacher, the governing body and all the staff are working to make the school an even better place for you.

The most important thing for the school to do to continue to improve is in the recommendation I have made in the report. All your teachers should always use the information they have about what you know and can do in planning lessons that have just the right amount of challenge for you. This means giving you work that is neither too easy nor too hard. If they do this well each one of you will make better progress in your learning.

Of course, you can all help by continuing to behave well, working hard in lessons and taking a full part in school life, and always telling your teachers if your work is too easy or too hard.

Yours sincerely

Alan Dobbins  
Lead inspector

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