

Clarborough Primary School

Inspection report

Unique Reference Number	122628
Local Authority	Nottinghamshire
Inspection number	380503
Inspection dates	6–7 December 2011
Reporting inspector	Richard Marsden

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	Dr Julian White
Headteacher	Anna Sewell
Date of previous school inspection	17 May 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed nine lessons taught by eight teachers. Inspectors spoke with parents and carers, and held meetings with staff, pupils and representatives of the governing body. They observed the school's work and looked at safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning, as well as responses to questionnaires from 66 parents and carers, six staff and 57 pupils.

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

- Given the small numbers in each year group, and the mixed-age classes, does the school offer enough challenge to enable all pupils to make good progress?
- How securely do staff understand how well pupils are doing in relation to nationally expected standards?
- Are school leaders now more closely involved in monitoring standards and identifying areas for improvement, as recommended at the last inspection?
- In this mainly White British community, how well is the school preparing pupils to take their places as citizens in a diverse and multi-cultural society?

Information about the school

The school is smaller than most primary schools. Most pupils are White British, with very few from minority ethnic backgrounds, and none who speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is higher than is found nationally although the proportion with a statement of special educational needs is below the national figure. The percentage known to be eligible for free school meals is in line with the national average.

Since the last inspection the school has moved into new premises and there have been many staff changes. At the time of the inspection the headteacher's extended absence was being covered by the deputy headteacher.

Pupils from Early Years Foundation Stage to Year 6 are taught in six classes. These include mixed-age classes for Years 2 and 3 and Years 4 and 5.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good standard of education for all its pupils. The small numbers in year groups mean that it is not possible to generalise about trends over time, or between different groups of pupils. However, individual pupils, from varied starting points, make good, and in a few cases outstanding, progress, as they move up the school. The standards they reach by the end of Year 6 in English and mathematics are above those found nationally. The Early Years Foundation Stage is good: children are very well known as individuals. They settle into routines quickly and make good progress from the outset.

The school provides outstanding care, guidance and support for its pupils. The depth of teachers' knowledge of each pupil is impressive and the promotion of the self-worth of each individual, including those with special educational needs and/or disabilities, is at the heart of the school's work. Pupils say very confidently how safe they feel at school. They feel free from the fear of bullying and they are well informed about personal safety.

The school engages exceptionally well with parents and carers. It provides detailed information about their children's progress, and communicates both formally and informally through a range of media. It welcomes parents and carers in and involves them closely in their child's learning. The school uses professional partnerships exceptionally well, particularly to enhance the support it gives to pupils whose circumstances may make them vulnerable and to keep them in education. Partners provide memorable experiences for pupils within the curriculum and enable the school to provide an extensive programme of extra-curricular activities which would not otherwise be possible. Links with community groups, some of whom use the school's facilities, are strong and have a significant impact on pupils' personal development.

The school is a cohesive and harmonious community and makes a good contribution to community cohesion locally. However, leaders have identified that pupils do not have enough direct contact with their counterparts from contrasting communities within the United Kingdom or overseas in order to bring alive for them the diversity of modern society and to prepare them more fully to take their places as global citizens.

The areas for improvement noted at the last inspection have been addressed effectively. Subject leaders play a significant role in monitoring their areas of

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responsibility, and the headteacher, deputy headteacher and staff now have a sharp focus on the school's strengths and areas for development. The level of challenge offered to exceptionally able pupils has been strengthened. Leaders are not complacent, however, and are keen to offer greater challenge to all pupils so that more of them make exceptional progress in English and mathematics as they move up the school. The school has good capacity to improve further.

What does the school need to do to improve further?

- Create more opportunities to offer greater challenge to individual pupils in English and mathematics, so that more of them, whatever their starting points, make outstanding progress as they move up the school.
- Strengthen the school's contribution to community cohesion by extending opportunities for pupils to have first-hand interaction with people from contrasting cultures within the United Kingdom and abroad.

Outcomes for individuals and groups of pupils**2**

In lessons, both boys and girls make good progress because tasks capture their interest, are well matched to their needs, and keep them purposefully occupied. In a mathematics lesson older pupils enjoyed the 'hands-on' challenge of seeing how many two- and three-dimensional shapes they could make from a paper 'net'. They chatted eagerly about how many shapes could be made, and their understanding of this aspect of geometry developed rapidly as a result.

Pupils with special educational needs and/or disabilities are identified early. They are well supported by classroom assistants within lessons or in individual or small group activities nearby. They master basic skills and make good progress, as do pupils known to be eligible for free school meals. The small number of pupils from minority ethnic backgrounds also make good progress.

Pupils' safety has a high profile throughout the school. Pupils say they can take any problems to their teacher if the need arises. They have a thorough understanding of internet safety and 'stranger danger', as well as road, fire and water safety. Pupils' good behaviour makes a strong contribution to the effectiveness of their learning. Pupils respond well to the warmth and encouragement shown by adults, and they show courtesy to each other and to visitors. Older pupils show high levels of care for younger ones. Pupils explain clearly how they stay fit and healthy through exercise and eating the kinds of food which make for a healthy lifestyle, and older pupils understand the dangers of smoking, alcohol and drugs. Pupils serve their school through a wide range of jobs and responsibilities. They appreciate having their views heard, for example by contributing to their class's behaviour code. In the local community, they take part in such things as the gardening club and singing for senior citizens. Through charity fundraising, they serve communities further afield.

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Pupils' capabilities in information and communication technology are well developed, and they acquire skills in team-working, decision-making and problem-solving. Along with their above-average attainment in English and mathematics, this means they are being well prepared for the next stage of their education.

Pupils respond well to the many opportunities they have to reflect on values, beliefs and principles, not only in assemblies but also in lessons. They have a well-developed sense of right and wrong and show thoughtfulness and sensitivity towards other people's views. They enjoy learning about other cultures in lessons and special events, but do not have direct experience of people from backgrounds that are different from their own.

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	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school has well-established practices for teaching mixed-age classes and meeting pupils' individual needs within them. Teachers' planning ensures that work in all classes challenges pupils well. Pupils often discuss ideas with partners and have many opportunities to work and tackle problems together in groups. Teachers use computer technology and 'hands-on' tasks to enliven their explanations, and pupils do not have to sit and listen for too long before setting about their own tasks. Lessons proceed at a good pace. Teaching assistants are well organised and are proactive in offering support to pupils with special educational needs and/or disabilities. Teachers provide good ongoing feedback in lessons and they mark work conscientiously, showing pupils clearly how to improve. Pupils work towards personal

¹ 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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targets and know clearly how well they are doing in relation to these. Teachers monitor pupils' progress very carefully. Their tracking system identifies promptly any pupils at risk of falling behind so that support can be given to help them catch up.

The curriculum provides well for the development of core skills, including information and communication technology, across a range of subjects. Pupils' participation in out-of-school activities, including music, drama and sport, is high. Pupils learn a range of musical instruments. All Key Stage 2 pupils go swimming. Theme days, such as a recent one on the Romans with a 'real-life' gladiator, create great excitement. Pupils enjoy visits to places of interest. An annual residential visit is planned carefully to tie in with topics covered in school and thus to bring learning to life for pupils. The school ensures that all pupils, irrespective of need, have the opportunity to take part in all activities.

The school's caring ethos allows every pupil to thrive. Teachers ensure that children settle in exceptionally well when they first join the school, and pupils are given high-quality support and guidance as they prepare to move to the next stage of their education. The school is conscientious and persistent in supporting pupils and families whose circumstances may make them vulnerable. It can point to striking examples where it has enabled such pupils to settle and make progress in line with their peers.

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	1

How effective are leadership and management?

School leaders have a clear insight into the school's strengths and areas for development. Issues highlighted at the last inspection, as well as priorities identified by the school's self-review, have been addressed effectively. Leaders rigorously monitor the quality of teaching, and staff are quick to act on feedback they receive. They are supportive of each other and have high ambitions for pupils. Teachers work with their counterparts from other schools to ensure that they have a secure understanding of nationally expected standards. The governing body is well organised and well informed. Its members regularly update their skills and expertise. They are closely involved in the day-to-day life of the school and are not afraid to offer challenge to the headteacher in order to secure the best for pupils. The school not only meets but exceeds statutory requirements for the safeguarding and protection of children. Safeguarding and safety have high priority across the curriculum in all years, and procedures are meticulously kept under review.

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Parents and carers praise the school highly for the way it engages them in their children’s learning. The school communicates exceptionally well with them and welcomes them in to listen to their views and share information. Meetings, for example, for parents and carers of new pupils, or to provide information about modern methods of teaching reading, have been well attended. A grandparents' group is particularly popular.

In this small school the imaginative use of partnerships enables the school to provide levels of support and experiences for pupils which would not otherwise be possible. Pupils benefit greatly from visits, visitors, and sporting and musical collaborations with other schools. Great care is taken to ensure that there is no unevenness in the response of different groups of pupils to what the school offers: the promotion of equality of opportunity is at the heart of the school’s values.

Leaders have a good understanding of the school’s context and its contribution to community cohesion locally. It is a meeting point, for example, for community groups, and the school plays a central part in the village Christmas celebrations. Leaders are beginning to develop the school's contribution further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children join the Early Years Foundation Stage with knowledge and skills that are generally below those expected for their age. They are eager to come to school and keen to talk about how much they enjoy the activities on offer. They make good progress in developing knowledge and skills which prepare them very well for the future. In an outstanding lesson children engaged very enthusiastically in a variety of small-group literacy and numeracy activities led by adults. They enjoyed handling

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'real' money in a counting activity, and in a writing group they took great care when producing messages in Christmas cards for family and friends. Because the tasks were very skilfully tailored to meet their individual needs and capabilities, all children were deeply engrossed throughout.

In this safe and caring environment children settle in very quickly and develop confidence and social skills well. Their behaviour is good and they cooperate well with one another and with adults. They cheerfully take on jobs such as tidying up. The learning environment is stimulating. Both the indoor and outdoor areas offer a range of purposeful activities promoting all areas of learning well. There is a balance of activities led by adults and tasks chosen by the children themselves. The latter allow children to make informed choices and thus develop independence and confidence. Teaching assistants are well briefed and play a significant role in ensuring that all children thrive and make good progress.

Leadership and management are good. Staff make very conscientious checks on what individual children can already do when they arrive. Further checks are regular and thorough, so that staff have a clear view of children’s progress and are confident that they are being appropriately challenged and that their needs are being met. The staff work well together as a team. The leader has a keen insight into the strengths and areas which can be further improved, such as ensuring that children make equally rapid progress in all areas of learning.

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

There was a 59% return of questionnaires, which is much higher than the national average for primary schools. Parents and carers were overwhelmingly positive in their responses to the questions. A few took the opportunity to mention individual concerns. Inspectors followed these up very carefully, concluding that they did not reflect more widely held views. Many others wrote comments offering glowing praise for the school, such as 'This is a fantastic school. My child loves coming here. Staff are very friendly and supportive' and 'The fact that my child is excited about going to school and that his learning spills out into the home makes me thoroughly convinced that Clarbrough School is a great place for children to be'.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clarbrough 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 112 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	64	22	33	0	0	0	0
The school keeps my child safe	44	67	20	30	0	0	0	0
The school informs me about my child’s progress	28	42	33	50	4	6	0	0
My child is making enough progress at this school	34	52	30	45	1	2	0	0
The teaching is good at this school	39	59	25	38	0	0	0	0
The school helps me to support my child’s learning	27	41	36	55	1	2	0	0
The school helps my child to have a healthy lifestyle	32	48	34	52	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)	33	50	24	36	0	0	0	0
The school meets my child’s particular needs	39	59	25	38	0	0	0	0
The school deals effectively with unacceptable behaviour	34	52	27	41	2	3	0	0
The school takes account of my suggestions and concerns	32	48	28	42	3	5	0	0
The school is led and managed effectively	41	62	21	32	1	2	0	0
Overall, I am happy with my child’s experience at this school	42	64	22	33	0	0	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).

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.



8 December 2011

Dear Pupils

Inspection of Clarbrough Primary School, Clarbrough, DN22 9JZ

I would like to say a big 'thank you' to everyone for the lovely welcome you gave to us when we visited your school. We came to find out what your school does well and how it might be improved. We took notice of your views as well as those of the adults. These are some of the things your school does well.

- Your school is a good school. You make good progress and by the end of Year 6, the standard of your work in English and mathematics is higher than the standard of work of pupils in most other schools.
- Teachers involve your parents and carers in your learning. Your parents and carers are very pleased with your school.
- Your teachers look after you very well indeed. They plan interesting lessons which challenge you well and help you make good progress.
- Your behaviour is good. You say you feel extremely safe in school, and you have a clear understanding of how to keep yourselves fit and healthy.
- You enjoy lots of out-of-school activities, and you like having the opportunity to take on responsibilities in your school and local community.

We have asked your teachers to challenge more of you to make even better progress in English and mathematics. We have also asked them to give you more opportunities to mix with children from places other than your village. This might be by setting up links with children from other parts of the United Kingdom or abroad, or by receiving them as visitors, so that you can learn from each other about how different people live.

It was great pleasure to visit your school. You can all help to make it even better by continuing to behave well and by always trying your hardest.

Yours sincerely

Richard Marsden
Lead inspector

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