

Claregate Primary School

Inspection report

Unique reference number	104310
Local authority	Wolverhampton
Inspection number	377060
Inspection dates	26–27 March 2012
Lead inspector	Sue Hughes

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	429
Appropriate authority	The governing body
Chair	Jeff Webster
Headteacher	Mick Murphy
Date of previous school inspection	17 November 2008
School address	Chester Avenue Tettenhall Wolverhampton WV6 9JU
Telephone number	01902 558575
Fax number	01902 558581
Email address	claregateprimaryschool@wolverhampton.gov.uk

Age group	4–11
Inspection date(s)	26–27 March 2012
Inspection number	377060



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Sue Hughes

Additional inspector

Renee Robinson

Additional inspector

Barry Wood

Additional inspector

This inspection was carried out with two days' notice. The inspection team observed 29 lessons taught by 15 teachers, of which six were observed jointly with the headteacher and senior leaders. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at monitoring information, improvement plans, analysis and tracking of pupils' progress, and records of classroom observations. They also sampled pupils' work, listened to pupils read and checked attendance. Inspectors analysed questionnaires submitted by 31 staff, 97 pupils and 129 parents and carers.

Information about the school

Claregate Primary School is larger than the average-sized primary school. The majority of pupils are White British. There is a higher than average proportion of pupils from minority ethnic groups but a lower than average proportion who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The percentage of disabled pupils and those who have special educational needs is higher than other schools nationally, but fewer than average have a statement of special educational needs. The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress. The school has Healthy Schools status.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. It is not better than satisfactory because pupils in Key Stage 1 do not make as good progress, or achieve as well, as pupils in Key Stage 2. However, recent changes mean that provision for children in the Early Years Foundation Stage and teaching in Key Stage 1 have improved considerably.
- Attainment at the end of Key Stage 2 is above average in mathematics and dipped to average in English in 2011. Throughout the school, attainment in reading and mathematics is higher than in writing. School tracking shows that progress and attainment in Key Stage 1 are now satisfactory, halting a decline in standards over the last three years. The progress of disabled pupils and those with special educational needs is good in reading and satisfactory in writing and mathematics. The gap between attainment in writing of boys and girls is closing. Although pupils make satisfactory progress from their starting points, they are not clear what they must do next to improve.
- Teaching is satisfactory. Where teaching is good, tasks are well matched to pupils' needs. Higher-attaining pupils in Key Stage 2 make good progress. However, in some lessons, lower-attaining pupils are not challenged enough. In Key Stage 1, the teaching of sounds that letters make (phonics) is not systematic enough and sufficiently embedded to help pupils make good progress in their reading and writing.
- Almost all parents and carers agree with the inspection findings that behaviour and safety of pupils in the school are good. Incidents of bullying, including prejudiced-based bullying, are rare and most pupils, parents and carers say that any incidents are dealt with well.
- The leadership and management of teaching and learning and performance management in the school are satisfactory. Recent reorganisation means that the governing body and the senior staff now have clear responsibilities and are able to drive school improvement and ensure there is no inadequate teaching.

What does the school need to do to improve further?

- Raise standards in Key Stage 1 by:
 - ensuring that systematic teaching of phonics underpins all reading and writing
 - ensuring that tasks are well matched to challenge all groups of pupils.
- Raise attainment in writing by:
 - ensuring that the support for lower-attaining pupils provides them with strategies to strengthen and develop their skills
 - embedding strategies to close the gaps in learning between some groups of pupils and their peers.
- Improve pupils' understanding of how they can move on to the next steps in their learning through ensuring clear, concise guidance in marking throughout the school.

Main report

Achievement of pupils

Almost all parents and carers feel that their children are making good progress in school. This is accurate for some pupils, but the rate of progress is inconsistent in different parts of the school and some groups of pupils do not make as much progress as others.

Children have a good start to school life as the Early Years Foundation Stage provides exciting opportunities to develop skills and knowledge through play and investigation. Children leave the Reception classes with skills that are broadly in line with national expectations. Early Years Foundation Stage data show an improvement in the development of skills and knowledge in recent years.

Attainment in Key Stage 1 is below average in reading and mathematics and is broadly average in writing. This is because teaching is not always well matched to the abilities of pupils. The pace in some lessons is slow and pupils spend too long listening to the teacher rather than engaging in active learning. The satisfactory progress made by most pupils in writing is not enough to reverse the downward trend in standards, but has halted it. Progress in reading and mathematics is improving and accelerated progress is evident in some classes. Pupils are beginning to use phonic skills to sound out words but are not confident in using these strategies in their reading and writing.

Progress throughout Key Stage 2 is good in reading and mathematics and at least satisfactory in writing. School tracking data indicates that standards in English are above average, with pupils working a term ahead of their peers nationally. This is bringing attainment in English nearer to the high standards achieved in mathematics. Higher-attaining pupils are very focussed in lessons and are able to tackle challenging tasks, making good progress. Lower-attaining pupils, however, do not

always make such rapid progress as teacher expectations are sometimes too low and the work can be too easy for them.

The support for pupils who are disabled and those with special educational needs ensures that they make at least satisfactory progress in reading, writing and mathematics. Pupils who are known to be eligible for free school meals make less rapid progress from their starting points than other pupils in the school. Girls' writing is generally of a higher standard than that of the boys', but teachers are successfully closing this gap by making writing tasks more exciting and engaging for boys. The attainment for pupils who speak English as an additional language is between one to two terms behind other pupils, but they make good progress from their starting points.

Quality of teaching

Almost all parents feel that their children are taught well and most pupils say that teaching is good. Although teaching is only satisfactory across the school, good and outstanding teaching is also evident in some areas. Where teaching is good or better, pupils are engaged and thrilled by their lessons. For example, Year 3 pupils were spellbound by their teacher's description of the characters in a story and were keen to develop their own vocabulary in animated discussions. In satisfactory lessons, work is not always challenging or interesting enough to fully engage all pupils in independent learning. This is more evident in lower-ability working groups than with high-ability groups.

Books are diligently marked against agreed targets. Teachers' comments encourage pupils, helping them understand and, in some cases, correct errors made. However, the quality of guidance to the next steps in learning is not consistent across the school. Sometimes guidance is too general while, in other cases, it is too wordy and complicated. Where teachers have posed questions for pupils to check their learning, these are not always responded to and so opportunities for development are missed. Disabled pupils and those with special educational needs are supported in lessons by appropriately targeted work and well-briefed support staff.

The planned curriculum helps develop pupils' skills across all subjects. For example, when writing diary entries in history lessons and recording investigations in science, teachers refer to the literacy skills which pupils should use. Marking in books also reflects this cross-curricular focus. Pupils are encouraged to self-assess their own work and that of their peers. They say that homework is well balanced and supports their learning in class.

Spiritual, moral, social and cultural education underpins much of the curriculum. For example, Year 6 pupils were given the opportunity to investigate sacred books from different religions, sharing their own experiences and developing a good understanding of different faiths and cultures. Children in the Reception class were mesmerised by bubbles floating into the sky and keen to share their excitement and wonder.

Behaviour and safety of pupils

The vast majority of pupils say they feel safe and almost all parents rightly feel that their children are safe in school. This is because the school provides a secure and caring environment for them to learn. Pupils whose circumstances may make them vulnerable are well cared for and the school liaises closely with a range of agencies to support both pupils and their families. Pupils know how to keep themselves safe and what constitutes unsafe situations, including keeping safe whilst using the internet.

The inspection team agree with the vast majority of parents and carers that behaviour in lessons and around school is good. Boys and girls from different backgrounds play and work together harmoniously, demonstrating high expectations of their own and each other's behaviour. They show good levels of collaboration in lesson and are courteous and polite. The small number of pupils who find good behaviour a challenge are well supported by the school and by other pupils. Any behavioural incidents are investigated, actions rigorously tracked and outcomes monitored. Rare incidents of bullying, including prejudiced-based bullying, are dealt with well and pupils' situations are revisited to ensure that they do not reoccur.

Attendance is above average for most pupils. However there is a higher rate of absence for pupils who speak English as an additional language. The school is working closely with parents and carers to reduce these absences and address the impact they are having on their children's learning.

Leadership and management

Leadership and management are satisfactory but there have, nonetheless, been considerable improvements since the last inspection. The current leadership structure ensures that all senior leaders have clear lines of responsibilities and monitor and drive improvements throughout the school. Progress and attainment is tracked and underachievement identified. Through the recent development of middle leadership roles, teachers are better supported in raising standards in mathematics and English. The governing body has reorganised the way it works and is now able to effectively hold the school to account. It is fully aware of the school's strengths and where improvements are needed. Improved provision for children in the Early Years Foundation Stage, the rise in standards in mathematics and new leadership in Key Stage 1 show that the school is demonstrating a secure capacity to improve.

The broad and balanced curriculum is supported by enrichment activities which engage the pupils in their learning. They enjoy trips and residential visits such as those to Kingswood Recreation Centre and Manor Adventures. Pupils say that dressing up when studying the Ancient Greeks and the Anglo-Saxons in history helps 'make it more real'. Spiritual, moral, social and cultural education is a strength of the school. Pupils' good behaviour is a reflection of their clear understanding of right and wrong and the social skills developed through paired and group working equip them well for future life. The school develops pupils' wonder and appreciation of the wider world through science and religious education lessons; and by making good use of pupils' own experiences to develop deep thinking and discussion. This supports the

school's drive to tackle any discrimination and promote equal opportunities. Although some groups of pupils are making less progress than their peers, the school has identified strategies to address this, the impact of which can be seen in the narrowing gap between girls' and boys' attainment in writing.

The leadership of the school has ensured that the arrangements for safeguarding comply fully with current requirements. Records and checks are robust and appropriate policies and practices provide a safe environment for the pupils and staff.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



28 March 2012

Dear Pupils

Inspection of Claregate Primary School, Wolverhampton WV6 9JU

Thank you very much for making us so welcome when we visited your school recently. We enjoyed talking to you about your learning and about the things that you like about school. You behave well in lessons and around school and this helps to make it a safe place to be.

Claregate Primary School is a satisfactory school and prepares you for the next stage in your learning. Some of you make good progress in your lessons, but this is not in all subjects or in all parts of the school. The teaching in your school is satisfactory but there are also some lessons where the teaching is much better. The school is led satisfactorily and we agree with you that the changes that the headteacher and senior staff have made are improving your lessons and learning.

There are a few things we have asked your teachers to do to make sure that you all do well in most lessons. We have asked them to:

- help pupils in Key Stage 1 make good progress, particularly in English, by better use of phonics in all their reading and writing
- improve the teaching of writing so that everybody finds lessons interesting and challenging and so make good progress
- help you understand how to move on to the next steps in your learning.

You can play your part by continuing to be so attentive in class and by acting on your teachers' advice.

Yours sincerely

Sue Hughes
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**