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**Serco**

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Mrs K Docking  
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Dear Mrs Docking

**Special measures: monitoring inspection of Clifford Bridge Primary School**

Following my visit to your school on 10–11 May 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place on 13–14 July 2011. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – good.

One newly qualified teacher can be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Coventry.

Yours sincerely

Kevin Sheldrick  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in July 2010**

- Improve leadership and management by:
  - making sure that monitoring and evaluation of all safeguarding procedures are kept up to date and carried out meticulously
  - providing ambition for success, embedding it and securing a drive for improvement which is shared by all staff
  - ensuring monitoring and evaluation of provision are effective and result in improvement in pupils' progress and, particularly, in their attainment in writing in Key Stage 1
  - improving school cohesion by raising the morale of staff and pupils and involving parents and carers more in their children's education
  - making links with other communities which will enable pupils to gain first-hand experience of the wider cultural mix in the United Kingdom and further afield.
  
- Raise achievement and improve the quality of teaching and learning by:
  - ensuring that teachers receive high quality professional development training and support, especially in Key Stage 1
  - improving the use of marking and assessment to plan work which challenges all pupils, including the more able and those with special educational needs and/or disabilities
  - improving opportunities for pupils to become involved in their own learning and aware of the goals they need to set to achieve challenging targets
  - ensuring teachers receive effective training on the use of their interactive whiteboards and other aspects of information and communication technology as needed.
  
- Improve the curriculum by:
  - ensuring it meets the national requirements for all subjects
  - improving the opportunities pupils have to develop literacy, numeracy, and information and communication technology skills through the wider curriculum.

## **Special measures: monitoring of Clifford Bridge Primary School**

### **Report from the second monitoring inspection on 10–11 May 2012.**

#### **Evidence**

The inspector observed the school's work, scrutinised documents and met with staff, groups of pupils, members of the governing body, representatives of the local authority and groups of parents and carers.

#### **Context**

Since the last inspection visit, the school has become part of a hard federation with Walsgrave C of E Primary School and, as a result, the schools now share the same governing body. The teacher of Year 5 has recently left the school and has been replaced by another permanent teacher.

#### **Achievement of pupils at the school**

The achievement of pupils has improved in most year groups so that the large majority of pupils are on track to achieve higher targets by the end of the year. The gap between the attainment in writing and other aspects is narrowing because more attention is being given to this in all subjects, particularly at Key Stage 1. However it continues to be the case that more-able pupils are making less progress because they do not progress quickly enough onto more challenging work. Until quite recently, pupils in Year 5 have made less progress than those in other year groups. There are promising signs that this situation has changed. For instance, outstanding progress was observed during an English lesson related to the history of the Olympics. The improvements in progress seen in the main school have been largely matched by the Early Years Foundation Stage.

It continues to be the case that improvement is more apparent in English, although pupils are enjoying the increased opportunities they have to apply their mathematical thinking, for instance in trying to 'break the record' in identifying key facts related to the achievements of former Olympic champions. Pupils' achievement in other subjects is patchy because these are not always given sufficient attention in every year group. Pupils learning English as an additional language and those who are disabled or have special educational needs are making better progress largely because their support is being more effectively managed by education support staff. The school has made impressive progress implementing its new approach to the monitoring of pupils' attainment and their progress. This is particularly apparent in Years 2 to 6 where there is now evidence that the school is closing the gaps in the performance of different groups, for instance those who are known to be eligible for free school meals.

## **The quality of teaching**

Teaching continues to improve, so inadequate lessons are now rare. More lessons are good and an outstanding lesson was observed. Pupils' attitudes to learning are more positive and there is evidence that they are taking greater pride in their work. They are producing a greater volume of work, particularly where teachers introduce a challenge that often includes an element of competition. There are now strengths in terms of what is provided for middle and lower ability groups. For instance, additional prompts were provided for middle ability pupils so they could more quickly progress when writing newspaper reports on the 'upside-down house'. Teachers are taking greater care to provide the extra support for disabled pupils and those with special educational needs. In an outstanding lesson in Year 5, the teacher very quickly assessed pupils and adjusted the lesson to better meet the needs of more-able learners by encouraging them to reflect on the negative consequences of the over-use of adjectives. Despite these noteworthy enhancements, the provision for higher ability pupils is improving more slowly. A minority of pupils expressed a degree of frustration at not being able to progress more quickly to the challenging work planned for later. More-able pupils do not have sufficient access to the assessment criteria so they can independently strive to achieve more.

In the most effective lessons, teachers avoid overly long introductions and allow pupils to learn from their mistakes. Learning is regularly reviewed so pupils receive frequent praise for their efforts and higher level outcomes are clarified using examples from pupils' work. Teachers are generally asking the right questions and many are avoiding a reliance on willing volunteers when seeking responses. Rather too many lessons finish with pupils unsure about the most important things they have learnt and what are the next steps in learning. Marking continues to improve with all teachers identifying the positive aspects within pupils' work, although there is some inconsistency in how well teachers identify the next steps.

Improvement is evident in the Early Years Foundation Stage. For instance, high quality learning journals are being used to pinpoint the progress children are making. The more systematic approach to the teaching of letters and sounds has noticeably improved children's reading. The progress made in improving the quality of the learning environment is more limited, in part because there are restrictions in the access Reception children have to the outdoors.

Progress since the last section 5 inspection:

- raise achievement and improve the quality of teaching and learning – good.

## **Behaviour and safety of pupils**

The behaviour of pupils, both in lessons and around the school, continues to be good. Pupils are always polite and demonstrate commendable levels of patience on the few occasions when teaching is less than stimulating. Pupils and their parents and carers indicate that they feel very safe in school. The school has successfully improved the attendance of pupils so that this is above average. Pupils value the opportunities they have to help improve the school, for instance in streamlining the lunch arrangements

## **The quality of leadership and management of the school**

Capacity to improve is growing largely because the federation has allowed the plugging of many of the gaps that previously existed, particularly at middle leadership level. The school is able to draw upon subject and assessment expertise from its partner school. The governing body has been greatly enhanced by the recent influx of more governors with an astute awareness of how to effectively challenge school's leaders. Leaders are demonstrating a track record of improving teaching by challenging underperformance and through bespoke professional development. Accountability has been greatly enhanced through the more effective use of data, particularly from Year 2 upwards. The regular meetings held to discuss pupils' progress demonstrate senior leaders' very strong commitment to ensuring all pupils make the progress of which they are capable. Whilst leaders have been particularly successful in nurturing the leadership potential amongst education support staff, there is recognition that there remains more to do in terms of involving the school's teachers.

The notable improvements to the curriculum that have increased the opportunities pupils have to practise their writing and apply their mathematical thinking are a direct result of the federation. The school is making better use of its intake to increase pupil awareness of different cultures. For instance, assemblies have been conducted using the different languages that pupils in the school speak. Interesting themes are being used to generate more enthusiasm for learning. Planning is well advanced to ensure that the curriculum further promotes pupils' awareness of diversity and to ensure they have a more balanced exposure to the full range of subjects. Teachers are using information and communication technology (ICT) more effectively in lessons. Leaders are being creative in seeking solutions to a number of problems. For instance, pupils have increased access to ICT and there has been improvement to the quality of the learning environment in the Early Years Foundation Stage.

The school has now established a much more robust approach to all aspects related to keeping pupils safe. The parents who spoke to the inspector were positive about

the changes made and welcomed the increased opportunities they had to influence decision-making in the school.

Progress since the last section 5 inspection:

- improve leadership and management – good
- improve the quality of the curriculum – good.

### **External support**

The quality and impact of the support provided by those external to the school continues to be good. The local authority was understandably praised by senior leaders because of their ability to quickly respond to the needs of the school. The school's leaders have been able to demonstrate their ability to improve teaching because the local authority has stepped back from this. However, well timed rigorous reviews have assisted the school in accelerating the pace of improvement. Support from another school has contributed to the improvements made to special educational needs provision.