

Clutton Primary School

Inspection report

Unique reference number	109063
Local authority	Bath And North East Somerset
Inspection number	395747
Inspection dates	20–21 June 2012
Lead inspector	Stephen Lake

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	126
Appropriate authority	The governing body
Chair	Rob Creber
Headteacher	Michelle Parsons
Date of previous school inspection	27 February 2008
School address	Station Road Clutton Bristol BS39 5RA
Telephone number	01761 452510
Fax number	01761 452510
Email address	clutton_pri@bathnes.gov.uk

Age group	4–11
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Introduction

Inspection team

Stephen Lake

Additional inspector

This inspection was carried out with two days' notice. A range of lessons were observed with the headteacher, covering all ages. In total 11 lessons or parts of lessons were observed and short visits made to a further three lessons. Six teachers and two visiting specialists providing drama and dance were observed. Meetings were held with groups of pupils, governors and staff. The inspector looked at a range of documents, including curriculum planning, documents relating to safeguarding and child protection, records of pupils' attainment and progress and records relating to the monitoring of teaching. Some parents and carers were spoken to at the start of school. Questionnaires from pupils, staff and 53 parents and carers were analysed.

Information about the school

This school is much smaller than most schools. It serves mainly the village of Clutton. The large majority of pupils are White British. The proportion of pupils known to be eligible for free school meals is well below average. An average percentage of pupils is supported at school action plus or has statements of special educational needs. The main difficulties are speech, language and communication difficulties and specific learning difficulties. A few pupils have behavioural, emotional and social difficulties. The headteacher has been in post since September 2011 and two other members of staff who teach older pupils are new to the school in the last year. The school meets the government's current floor standard which sets the minimum expectations for pupils' attainment and progress.

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

Key findings

- This is a satisfactory but improving school. It is not good because too few pupils currently attain above average standards, especially in writing by the time they leave school; also pupils in Years 3 and 4 do not achieve quite as well as other pupils because there is not enough consistently good teaching. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Children achieve well in the Early Years Foundation Stage to start Year 1 well prepared for learning although their skills in writing are below average. By the end of Year 6 pupils achieve satisfactorily overall although achievement in writing remains lower than in reading and mathematics. Progress is improving in Years 5 and 6 and the school leadership has rigorously addressed the dip in achievement, especially in mathematics where achievement is now good.
- Teaching overall is satisfactory. Teaching is good in the Early Years Foundation Stage and Years 1 and 2 and has improved in Years 5 and 6. There are, however, some inconsistencies in Years 3 to 6, particularly in Years 3 and 4. More-able pupils are not challenged well enough; marking does not always provide enough guidance to pupils on how to improve their work and the pace of learning is occasionally too slow.
- Behaviour and safety over time are good. Pupils have positive attitudes to learning and all that the school offers and most demonstrate thoughtful and respectful behaviour and know how to stay safe.
- Under the strong leadership of the headteacher and effective governing body, the school is driving forward at a good pace and tackling identified weaknesses robustly to bring about sustained improvements. Performance management and the leadership of teaching are used rigorously to improve teaching and develop leadership skills of subject leaders.

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What does the school need to do to improve further?

- By July 2013 raise achievement to be consistently good or better in writing across the school by:
 - ensuring that lessons are planned to include tasks that challenge all pupils, especially those who are more able, to achieve of their very best
 - providing more opportunities for pupils to write at length for different contexts across different subjects of the curriculum.
- Improve the quality of teaching, particularly in Years 3 and 4, by July 2013 so that a large majority is good or better in order to improve pupils' attainment and progress by:
 - ensuring that all lessons contain tasks that are matched more closely to the individual needs of pupils at all levels and especially challenge those who are more able
 - ensuring that learning proceeds at a brisk pace in all lessons
 - making sure that marking consistently gives pupils information on how they can improve their work
 - developing systems to ensure that questioning is more systematic and provides an opportunity for all pupils to be engaged.

Main report

Achievement of pupils

Most parents and carers agree that their children are making good progress. Inspection evidence shows that although this is true in Reception and Years 1 and 2, overall progress made by the end of Year 6 is satisfactory.

Children's skills on entry to school vary because of the small cohorts. Typically skills on entry are in line with those expected for their age. Children make good progress to start Year 1 with above average skills apart from writing where their skills are average. This good progress continues through Years 1 and 2. The good teaching of reading through a consistent focus on letters and sounds ensures that by the end of Year 2 attainment in reading is above average, as is mathematics. Attainment in writing is below that in reading and mathematics and attainment in writing remains broadly average throughout the school. The school is starting to address this by stimulating pupils to write more through motivating tasks that engage their imagination. In Reception, a language-rich environment both inside and outside provides many opportunities to stimulate and develop early writing skills. In a Year 1 lesson, learning was outstanding when pupils were engrossed by an activity based upon a computer adventure game. Pupils linked images on the interactive whiteboard together while choosing items from their picture cards to help them cross swamps or enter caves as they searched for stolen jewels. Pupils enthusiastically recorded these activities in a sequence that became their adventure story.

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Progress is satisfactory in Years 3 and 4 because there is not yet enough consistently good teaching in these years. The leadership of the school is successfully ensuring that improvements are being made here but recognises that there is still work to be done. Progress in Years 5 and 6 has improved because of improvements in teaching and as a result standards have risen from broadly average. Attainment and achievement in mathematics are now good across the school because of improvements to the way the subject is taught across the school. The current Year 6 pupils are on track to achieve considerably better than in previous years apart from writing where, although the proportion attaining the expected Level 4 has improved, too few are yet attaining the higher Level 5. Pupils' attainment in reading is above average by the end of Year 6 but progress is satisfactory because a few of the more-able pupils do not attain the higher levels of which they are capable. The improving progress as a result of the improved teaching in Years 5 and 6 means that many pupils in Year 5 are already starting to work at the same level as some pupils in Year 6. Disabled pupils and those with special educational needs get good support from teachers and teaching assistants. As a result, these pupils make good progress which is closing the gap between their attainment and that of their classmates.

Quality of teaching

A large majority of parents and carers and pupils believe teaching to be good. Inspection evidence shows that this is correct in Reception and Years 1 and 2 but teaching overall is satisfactory due to inconsistencies at Key Stage 2, especially Years 3 and 4. Nevertheless, the quality of teaching is improving as a result of the robust actions taken by school leaders. For example, in a lesson observed in Years 5 and 6, pupils improved their understanding of time well through good teaching that set stimulating tasks and problems matched closely to their assessed needs. More-able pupils especially enjoyed using calculators effectively to work out how many minutes they had been alive or how many minutes ago certain events happened. Teaching for disabled pupils and those with special educational needs is usually good because of well-targeted support and liaison between class teachers and teaching assistants.

Inconsistencies in teaching still remain. For example, although a clear learning objective is shared at the start of all lessons, in some lessons the precise detail of what teachers expect pupils of different abilities to learn by the end of the lesson is not always clear enough and tasks planned do not consistently challenge the more-able pupils. In some teaching, further improvement to achievement is limited because overlong introductions or plenary sessions that involve all pupils but only focus upon the learning of one group slow the pace of learning. Many teachers ask probing questions that assess what pupils already know and guide them to improve their understanding. However, this is not systematic and does not always involve all pupils. Pupils appreciate the way teachers talk to them about their work and how to make it better. Marking in many books contains helpful comments that explain how pupils can improve their work but this does not happen consistently enough to make a strong enough contribution to improving the quality of learning.

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Reading skills are taught well for the younger pupils in school with an increasing emphasis on higher order skills for older pupils. Visits and visitors are used well to enhance learning. However, teachers, across the school, do not always capitalise on opportunities to promote writing at length for different purposes and audiences in meaningful contexts across the curriculum and in doing so also ensure there is sufficient challenge, particularly for the more able. Teaching promotes pupils' spiritual, moral, social and cultural development through the themes studied, for example in the current whole-school topic on the Olympics. A high focus on Olympic values and especially those of disabled competitors in the Paralympics is developing in pupils a strong understanding of equality.

Behaviour and safety of pupils

Behaviour and safety are good. The large majority of parents and carers feel that their children are safe in the school and that there is a good standard of behaviour. A few parents and carers were concerned that the school does not deal with bullying well enough and that some lessons are disrupted by poor behaviour. A small number of pupils agreed but were equally adamant that behaviour is typically good. Inspection evidence supports the positive views of parents, carers and pupils. Discussion with pupils shows that their responses all referred to the behaviour of a very small number of pupils with behavioural difficulties whose behaviour can occasionally be disruptive but at a low level, such as calling out in lessons. Disruption to lessons is rare because teachers manage behaviour very well. Scrutiny of behavioural records and discussions show this is the case over time too.

Pupils make a positive contribution to the life of the school and feel safe and valued in the school community. They have a good understanding of bullying including name-calling, physical bullying and cyber-bullying. They say there is very little bullying and they trust adults to deal effectively with any that might occur. The overwhelming majority of pupils behave in a most mature and thoughtful way. They show respect for and value the opinions of others and listen carefully. This was a key feature of much of the good learning observed. Pupils' behaviour and attitudes to learning are consistently positive with pupils showing a real enthusiasm for learning. These attitudes readily support the good progress made in Reception and Years 1 and 2 and contribute to the improving progress being made in Years 3 to 6. Attendance is average but improving rapidly because of the school's robust approach to requests for holidays in term-time which is moving attendance rates towards good.

Leadership and management

The headteacher shows a fierce determination to move the school forward at a good pace. Her vision and determination are shared by other leaders, staff and governors. The effective governing body has a good understanding of the strengths and areas for development and provides clear direction to the work of the school. It challenges performance rigorously. Leaders of the school ensure that performance management and leadership of teaching are being used effectively and rigorously to improve the

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quality of teaching. This has already proved effective in mathematics which was the key focus of this year's school improvement plan. School leadership is now addressing any other inconsistencies in teaching with equal rigour and is proving successful, although recognising this is work in progress. The well-planned curriculum is broad and balanced and ensures a creative environment that stimulates and promotes learning. Activities such as the Shakespearean productions supported by outside dance and drama specialists make a very strong contribution to pupils' spiritual, moral, social and cultural development. School leaders ensure that training in child protection and safeguarding for staff and governors is up to date and procedures for safeguarding, especially those for child protection, are robust, firmly embedded and meet requirements.

The school takes great care to ensure equality of opportunity and prevent discrimination. Robust systems for recording and analysing data ensure that all leaders and managers, including the governing body, have accurate information on the school's performance. The progress of all groups, especially of those whose circumstances may make them vulnerable, is monitored regularly and frequently. The information gained is used effectively to provide good quality support for these pupils. Strengths from the previous inspection, including achievement in Reception and Years 1 and 2 and pupils' personal development, have been maintained. Areas for improvement from the previous report have been addressed effectively. The well-targeted actions to improve the quality of teaching and achievement are proving effective. This indicates a secure capacity to improve further.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



22 June 2012

Dear Pupils

Inspection of Clutton Primary School, Clutton, BS39 5RA

Thank you for talking with me and making me so welcome when I came to visit your school.

Yours is a satisfactory school because you are achieving at the same level as pupils in most other schools. Your school is improving. Here are a few of the things that I particularly liked about your school.

- You get a good start to school in the Reception class and then continue to improve in Years 1 and 2 because of the good teaching in these classes.
- By the end of Year 6, standards are improving and achievement in mathematics is now good.
- You behave well and respect each other's views. This makes the school a friendly and enjoyable place in which to learn.
- The school is led and managed well and this is making an important contribution to improving teaching and how well you achieve.

Here are some of the things I have asked your school to do to make learning better:

- Help you improve your writing across the school by planning lessons that contain tasks that challenge all of you to do your very best writing and to give you more opportunities to write at length in other subjects
- Improve the quality of teaching especially in Years 3 and 4, by making sure your lessons contain tasks that challenge those of you who find learning easy, by making sure marking shows you how you can improve your work and by teachers asking probing questions that really get you thinking.

You can help by always trying to do your best writing and asking your teachers if you are not sure how to improve your work.

Thank you again for your help in finding out about your school.

Yours sincerely
Stephen Lake
Lead inspector

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