

Serco Inspections
Cedar House
21 William Street
Edgbaston
Birmingham
B15 1LH

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0121 683 3290
Direct email: matthew.richards@serco.com



11 October 2012

Mrs K Docking
Clifford Bridge Primary School
Coombe Park Road
Binley
Coventry
CV3 2PD

Dear Mrs Docking

Special measures: monitoring inspection of Clifford Bridge Primary School

Following my visit to your school on 9-10 October 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 third monitoring inspection since the school became subject to special measures following the inspection which took place on 13-14 June 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 June 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 third monitoring inspection on 9–10 October 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.

Context

Since the last inspection visit, there have been significant changes to staffing. An assistant headteacher with responsibility for curriculum has been appointed to the federation and is in the school for a quarter of her time. Two new middle leaders have been appointed to oversee standards in Years 1 to 6. Four class teachers have been permanently appointed.

Achievement of pupils at the school

The achievement of pupils continues to improve in most year groups so that the large majority of pupils are now making at least expected progress. These improvements are also reflected in the end of key stage outcomes. The 2012 unvalidated Year 6 national test results indicate that attainment has risen. Performance at Level 5 was above average in both English and mathematics. An above-average proportion of pupils gained Level 4 or above in English. In mathematics, the proportion was below average. Improvement by the end of Year 2 is particularly impressive because, overall, attainment is now above average. The gap between the attainment in writing and other aspects, identified at the school's last section 5 inspection, has been eradicated. Pupils' achievement in other subjects is also improving because of the introduction of a more rigorous approach to curriculum planning.

In lessons, pupils often make good progress, although continued weaknesses in teaching mean that this is still not consistently the case. In one year group, pupils continue to experience lessons in which they do not make sufficient progress. At times, a lack of challenge in teaching prevents middle- and higher-ability pupils from making good progress.

The children in the Nursery class are quickly acquiring the social skills they need to be successful in the future. High levels of enjoyment were observed in the Reception because of the effective way in which the 'pirates' theme was being introduced.

The quality of teaching

Although teaching continues to improve, pupils in one year group still experience inadequate lessons. More lessons are good or better, although a small minority require improvement because they do not always challenge pupils sufficiently. Pupils are enjoying learning more because teachers are using a wider variety of teaching strategies. Teachers use the interactive whiteboard well, although opportunities are missed to involve pupils more in using this technology, for instance in presenting their work to the rest of the class.

In the better lessons, teachers skilfully use questions to challenge pupils across the ability range. For instance, in a Year 6 mathematics lesson on coordinates, questions involving negative numbers were initially directed towards more-able pupils. This was skilfully handled so that lower-ability pupils were not denied the opportunity to engage with this more demanding work. The very best lessons allow pupils to make choices at an early stage so they can concentrate on more challenging work. In the less effective lessons, there is a lack of clarity about the outcomes for pupils of different ability. For instance, pupils made limited progress improving their writing in subjects other than English because this was not linked strongly enough to their individual targets.

During lessons, pupils were observed to be making greatest progress where more challenging outcomes were clearly highlighted at the start and these were further clarified using examples from pupils' work as the lesson progressed. The introductions to some lesson are too long so teaching assistants are unable to effectively support pupils. It continues to be the case that too many lessons finish with pupils unsure about the most important things they have learnt and what are the next steps in learning. A contributory factor to this is that pupils do not have sufficient opportunity to be involved in self and peer assessment using robust National Curriculum based assessment criteria. However, more high-quality marking was observed, including the identification of what pupils must do to improve.

Further improvement is evident in the Early Years Foundation Stage. For instance, more distinct themes that inspire children have been adopted. However, as in the rest of the school, opportunities are missed to identify how children can really excel. The more systematic approach to the teaching of letters and sounds continues to improve reading in the school. Improved planning to meet the needs of pupils who are disabled and those who have special educational needs is allowing more of these pupils to be included in lessons without the need for as much adult support.

Progress since the last section 5 inspection:

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

Behaviour and safety of pupils

The behaviour of pupils, both in lessons and around the school, continues to be a strength of the school. Pupils remained impressively calm during the unexpected fire drill and the arrival of fire engines. Pupils are keen to succeed and spoke enthusiastically about the lessons where they are really challenged. Although incidences of bullying are very rare, pupils are developing a good awareness of the different forms these can take. The school continues to improve the attendance of pupils so that this is now well-above average. Pupils value the way they are listened to, for instance through the improvements that have resulted in greater fairness in access to play equipment at break times.

The quality of leadership and management of the school

There are no longer any gaps in leadership and the federation has resulted in the school benefiting from leadership that would not normally be available in a small school. The major changes in staffing have been well managed so the school is much better placed than at the time of the last monitoring inspection. In the short term, the need to ensure new staff are successfully inducted, has slightly reduced the progress the school has been making to improving teaching and learning. The school is implementing a very robust approach to performance management underpinned by the much more accurate progress data the school now possess. This action has already resulted in the eradication of much of the weaker practice that led to the school being placed in special measures. The current performance management documentation contains clear evidence of where underperformance is currently being challenged. Leaders are ensuring that challenge and accountability are balanced with high levels of support. They have skilfully identified highly bespoke programmes of professional development.

The federated governing body continues to be a strength of the school. For instance, leaders are required to produce regular reports outlining the actions taken and the impact of these on the outcomes for pupils. The school now has middle leaders in place to oversee standards in every year group. Although they are largely unproven in their new roles, the school is ensuring they quickly receive the training needed to ensure their effectiveness. All leaders are benefiting from the ready availability of expertise from within the federation.

The curriculum is noticeably improving. Pupils spoke very enthusiastically about the greater number of excursions they experience and how this inspires them in their learning. The subjects of the curriculum are being used far more effectively to promote pupils' literacy, mathematical, and information and communication technology skills. Pupils like the more flexible access they now have to laptops. The

school is clear about the further development that is still required, for instance, increased opportunities for pupils to use and apply their mathematical thinking.

The school now has a track record of having made effective interventions to improve the outcomes for pupils who are disabled and those who have special educational needs and for those pupils who speak English as an additional language. A much more strategic approach is being taken to the management of all aspects of inclusion. For instance, there is recognition that further improvements hinge upon teaching better meeting the needs of all pupils. The school has established a more robust approach to all aspects related to keeping pupils safe. For instance, all staff recently undertook training on safeguarding and new staff were quickly and efficiently subject to all the appropriate checks.

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 continue to have a very positive impact on the school. The inclusion manager, seconded from the local authority, has been highly instrumental in the school being able to adopt a more strategic approach in this area. Well-timed reviews undertaken in a very collaborative manner with the school continue to support senior leaders in making improvements. The school's leaders are appreciative of the local authority's willingness to provide any support that is required.