

Claydon Primary School

Lancaster Way, Claydon, Ipswich, IP6 0DX

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Actions taken by leaders have not yet brought about improvements in the levels of attainment and rates of progress in pupils' learning.
- Leaders are not yet securing enough improvements in teaching to speed up rates of progress for pupils.
- Progress and attainment across the school are not as good in mathematics as they are in English.
- Pupils' good behaviour and positive attitudes to learning are not being used enough to help them make good progress.
- Some teaching is good but this varies across the school and not enough teaching is good to bring about good achievement.
- Teaching does not always meet the needs of different ability groups in lessons or help pupils know how to show their progress.

The school has the following strengths

- Leaders at all levels know the strengths and weaknesses of the school.
- Leaders, including the governing body, are ambitious for the school to do well. The quality of information on pupils' achievement and the way it is shared, are helping the school to improve.
- Leaders monitor pupils' learning in lessons accurately and use a range of methods to check the quality of teaching.
- The school has benefitted from links with the local authority, including training and support for leaders, teachers and members of the governing body.
- Pupils are well behaved and polite in lessons and around the school. Relationships are good between pupils and adults, and there is a positive atmosphere in the school.
- Where teaching is better, the use of other adults is good because they ask questions that make pupils think, including those with special educational needs.

Information about this inspection

- Inspectors observed 21 lessons across all year groups, four of which were joint observations with senior leaders.
- Inspectors looked at pupils' work, the quality of marking, and listened to some pupils from Year 1, Year 2 and Year 6 read.
- A meeting took place with four members of the governing body and a discussion also took place with a representative from the local authority.
- Safeguarding documentation was looked at, as well as logs, information about pupils' progress, the school self-evaluation document and the school improvement plan.
- Inspectors also took account of the views of 45 parents through the Ofsted 'Parent View' website and 44 staff questionnaires.

Inspection team

Peter Lacey-Hastings, Lead inspector	Additional Inspector
Vreta Bagilhole	Additional Inspector
Matthew Klimcke	Additional Inspector

Full report

Information about this school

- Claydon Primary is larger than the average-sized primary school.
- The role of headteacher is shared by two members of staff who are permanent appointments. This follows a period of change due to new appointments and the personal circumstances of some staff.
- The very large majority of pupils are of White British heritage.
- Very few pupils are learning English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion of those supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils who are known to be eligible for the pupil premium is below average. This is additional funding used to support pupils known to be eligible for free school meals, those in local authority care and those from families in the armed services.
- The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Almost all pupils are educated on site. A very small number receive support at other settings. The school has a Silver Eco-Award status and a Healthy Schools award

What does the school need to do to improve further?

- Ensure teaching is more consistently good or better across the school by:
 - giving pupils guidance more quickly in lessons as to how to make the next steps in their learning and responding more quickly when pupils are ready for more difficult work
 - improving the quality of marking so that pupils know how to improve their work and have the time to make the suggested improvements
 - directing pupils' positive attitudes more into their learning and raising expectations of what they are capable of achieving
 - setting work at the right levels for pupils' different abilities and letting pupils know how they can show they are making progress
 - giving younger children a better balance of adult-led and child-led activities so their play is linked more carefully to planned learning outcomes.
- Increase the effectiveness of leadership and governance by:
 - building on the school's accurate knowledge of its strengths and weakness and of pupils' achievement in order to bring about quicker rates of progress for pupils, especially in mathematics
 - more rigorous and rapid implementation of school action plans so that pupils' achievement improves more quickly
 - challenging teachers to provide a greater proportion of good or better lessons through the use of performance targets and training opportunities.

Inspection judgements

The achievement of pupils requires improvement

- Children join the school in Nursery with skills that are typical for their age. Over time, children in the Nursery and Reception generally make progress that is expected, although they have made slow progress in mathematics. Children now make expected progress in this area of learning.
- Achievement in the Early Years Foundation Stage varies between years. Children made good progress in 2012, especially in their personal, social and emotional development. Current Reception children are forecast to make expected progress and achieve average levels of attainment when they enter Year 1.
- At the end of Key Stage 1 pupils usually attain results in line with national averages in reading and writing. In writing they do slightly better than in reading when compared to other pupils nationally.
- Standards in mathematics at Key Stage 1 have been low for the last two years. Current pupils' attainment in mathematics is in line with expectations for their age.
- The progress that pupils make in Key Stage 1 from their starting points has been better in English than in mathematics. Progress is similar in reading and writing. Current pupils are making slightly quicker progress in mathematics and are now attaining standards in line with expectations.
- Pupils at Key Stage 2 attain standards in line with national averages. In the past reading has been stronger than writing, but writing has recently improved so that it is the same as attainment in reading. Attainment in mathematics is broadly in line with other pupils nationally.
- Progress that pupils make at Key Stage 2 requires improvement because it is in line with expectations rather than good. Pupils have made slower progress in mathematics than in English in the past, but current pupils are now making expected progress in both English and mathematics.
- Disabled pupils and those who have special educational needs make similar progress to other pupils in the school, but are currently making better progress in their writing. Pupils who attend other settings also make similar progress to other pupils.
- Pupils who are eligible for the additional funding through the pupil premium have reached lower standards than other pupils in the past. Generally they make similar progress to other pupils in the school. This is beginning to speed up due to extra support for groups and individuals, although these pupils are making better progress in mathematics and writing than they are in reading. The school has started to close the gap in attainment between pupils eligible for free school meals and other pupils.
- In reading, pupils are able to link letters and sounds in order to read common words and unknown words. They also use other skills such as picture clues and context clues in order to get meaning from what they are reading. Older pupils have a good awareness of different authors, different kinds of books and can say why they choose a particular book.

The quality of teaching requires improvement

- Teaching in the Early Years Foundation Stage requires improvement. There is some good teaching and in these better lessons children make better progress. The outdoor area is used well, such as children finding shapes and ticking them off on a clipboard.
- However, sometimes children's 'free play' is not always planned well enough which limits opportunities for learning through play. Children do not apply themselves to activities with enough purpose or for long enough, and adults do not contribute sufficiently to children's learning. In good lessons, adults' roles are clearly defined and children make good progress due to effective teaching.
- Teaching also requires improvement from Year 1 to Year 6. There is no significant difference in the teaching between key stages or between subjects. Some teaching is good, but not enough of it is bringing about good rates of progress for pupils.
- The teaching of phonics (linking letters with sounds) is improving. However, sometimes in English lessons that involve writing, different ability groups are not always clear about how they can show they are making progress from their own starting points. Teaching in mathematics does not always challenge pupils, especially the more able.
- The majority of lessons observed during the inspection were good but teaching varies too much through the school. No inadequate or outstanding teaching was seen.
- Pupils are generally busy, interested and motivated to learn, but teachers do not always have high enough expectations of how quickly pupils can learn or how hard they can work.
- Work is not consistently set at the right level for pupils' abilities and this means that more-able pupils do not receive enough work that extends their learning.
- Teachers' comments in lessons help pupils but teachers are not always quick enough to help pupils make progress during each lesson. Marking helps pupils know how well they have done, but does not give them enough information on how to improve. Pupils are not given enough time or opportunity to make the improvements suggested by teachers in their marking.
- Where teachers have good subject knowledge and use it well, pupils make faster progress. For example, in a lesson where pupils write a letter of complaint about graffiti. However, in other lessons teachers' weaker subject knowledge limits pupils' progress.
- The teaching of the way letters link with sounds is improving and is more systematic through the school. This is speeding up rates of progress in this area of English.
- The teaching of pupils with special educational needs, including those who attend other settings, is improving because intervention sessions for individuals and groups are carefully planned. This helps them make similar progress to other pupils in the school.

The behaviour and safety of pupils are good

- Behaviour in lessons and around the school is good. Pupils show good manners towards each other and to adults. Relationships within the school are good and there is a positive atmosphere with no tolerance of discrimination.

- Pupils show a positive attitude to their learning. They apply themselves to the task at hand and enjoy learning.
- Pupils know about different forms of bullying and say there is very little in the school. Incidents are recorded accurately and dealt with well by staff. However, pupils do not have a good awareness of what homophobic bullying is.
- Adults manage behaviour well around the school and give good support to the few pupils who have behavioural needs. This happens in lessons and around the school site.
- Exclusions are low and the school manages the behaviour of pupils well. For example, where pupils have been excluded, their behaviour has improved and they are able to attend regularly.
- The school is committed to including all pupils, makes sure they all benefit from the school's activities and are able to make similar progress.
- Pupils enjoy coming to school and attendance is above average. Effective and quick actions are taken to follow up absences, such as telephone calls. This means parents know that attending school is important.

The leadership and management requires improvement

- Planned actions by leaders are not bringing about good levels of attainment or quicker rates of progress for pupils, especially in mathematics.
- Current leaders are establishing themselves as a team following a time of change. This includes two members of staff sharing the role of headteacher.
- Leaders at all levels show that they are accurate in knowing the strengths and weaknesses of the school. Judgements on the proportions of good teaching are the same as those found during the inspection.
- Leaders are ambitious for the school to improve, but in the past they have not challenged teachers enough to teach consistently good lessons. More recently, the targets set for teachers to improve their work has been linked to pupils' achievement and the national Teachers' Standards. Training opportunities are also used to help teachers and leaders, such as mathematics and English courses offered by the local authority.
- Other actions are also more directed at linking teaching to pupils' learning. For example, meetings to discuss the progress pupils are making are held more often and leaders carefully manage a system of teachers visiting each other's classrooms so that they can learn from each other.
- Leaders are also beginning to use information on about how well pupils are doing and plan small groups to help those who may not make expected progress. This helps all pupils to be included and to make similar progress, including those with learning needs, behavioural needs and pupils known to be eligible for the pupil premium. However, these initiatives are at an early stage and have yet to result in improvements in pupils' achievement.
- The range of subjects taught provides interest for pupils through topic themes. For example, pupils compare a village in Africa with their own one. Pupils' reading, writing and mathematical skills are developed well through different subjects. For example, in a geography lesson pupils

wrote a letter to someone who may want to visit their village.

- Partnerships are helping to improve leaders' ability to take action that will improve the achievement of pupils. For example, links with the local authority are good and the school has benefitted from their support activities. This includes training for teachers and the governing body, and advice to leaders.
- The school works well fostering good relations within the school and beyond. The large majority of parents feel they receive valuable information about their child's progress and that the school responds well to any concerns. Staff and pupils also say that relationships in the school are positive.
- Pupils have good opportunities to develop their spiritual, moral, social and cultural awareness. For example, there is a link with a school in France and the local vicar regularly gives an assembly to help pupils be reflective.
- Safeguarding requirements are met, such as checks on adults working with pupils and regular checking on site safety.
- **The governance of the school:**
 - The governing body knows the school well and contributes to plans for school improvement. They now have more information about pupils' achievement and this is starting to help them challenge the school leaders more rigorously. For example, the performance targets for the headteachers are linked to pupils' learning. The governing body is also beginning to use pay rises to reward good teachers and to tackle underperformance. However, these actions are more recent and in the past the governing body has not played an active enough role in seeking information and challenging leaders. Members of the governing body know what the pupil premium is, how much they receive and how it is used, such as sessions to help individual pupils and groups of pupils. They are also becoming more effective in directing financial resources into pupils' learning, such as increasing teaching hours for mathematics in Year 6.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124575
Local authority	Suffolk
Inspection number	406254

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	391
Appropriate authority	The governing body
Chair	John Whitehead
Headteacher	Mary Ashcroft and Gary Pilkington
Date of previous school inspection	11 November 2010
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