

Clent Parochial Primary School

Bromsgrove Road, Holy Cross Clent, Stourbridge, DY9 9QP

Inspection dates 23 – 24 April 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management, including that of the governing body, are good. The headteacher has built a dedicated team whose members aspire to drive forward further improvement. Governors are well informed and hold the headteacher rigorously to account for how well the school is doing.
- Children enter Reception with skills, knowledge and experience in line with those generally found. When they leave at the end of Year 6 their attainment is above the national expectation. This reflects good progress.
- Teaching is good, enabling pupils to make good progress and achieve well. Pupils develop reading, writing and mathematical skills well by using them in other subjects.
- Pupils learn quickly because teachers expect them to do their best in lessons and provide work at the right level. Teachers routinely challenge pupils to improve.
- Pupils enjoy lessons. They feel safe in school. Their behaviour is good, and in some lessons outstanding.

It is not yet an outstanding school because

- Teaching does not consistently match the exceptional quality of the best.
- A number of teachers have left the school and some have joined or returned recently. As a result, responsibility for some aspects of the school's work, including the Early Years Foundation Stage, has not been fully established.
- Some parents would like more information about what is happening at the school and feel the school does not always respond quickly to concerns.

Information about this inspection

- The inspector observed six lessons or parts of lessons, involving four different teachers. Of these, four were carried out jointly with the headteacher. The inspector carried out a short walk around the school with the headteacher to look at aspects of the school's work and watched an assembly.
- The inspector met with groups of pupils and talked to other pupils in lessons, in the playground and as they moved around the school.
- The inspector looked at the work in pupils' books during lessons and scrutinized a selection of books with the deputy headteacher.
- The inspector heard some pupils in Key Stage 1 read and watched a group of Key Stage 2 pupils read to their teacher.
- Meetings were held with the headteacher, deputy headteacher, other school staff, six members of the governing body and the school's improvement adviser from the local authority. The inspector spoke informally with other members of staff.
- The inspector took account of the 33 responses to the online questionnaire (Parent View) and a letter sent by a parent. The inspector spoke informally to parents as they brought their children to school at the start of the day. The questionnaires completed by 13 members of staff were considered.
- The inspector looked at a number of documents including: the school's check on how well it is doing and its plans for improvement; evidence about how teachers are set targets to improve pupils' progress; records of observations of the quality of teaching; minutes of meetings of the governing body; the school's information about pupils' progress over time and records relating to behaviour, attendance and safeguarding.

Inspection team

Sandra Hayes, Lead inspector

Her Majesty's Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- Clent Parochial School is much smaller than the average-sized primary school.
- Almost all pupils are of White British heritage. All pupils who currently attend the school speak English as their first language.
- The proportion of disabled pupils and those with special educational needs who receive extra help in class is similar to that in other schools. The proportion who need specialist support or who have a statement of educational needs is much higher than average. The pupils' needs relate mainly to speech and language problems and moderate learning difficulties.
- The proportion of pupils known to be eligible for free school meals and therefore eligible for the pupil premium (extra funding from the government) is below average. There are no service family pupils or looked after pupils who would also receive the pupil premium.
- Children in the Early Years Foundation Stage are taught in the Reception class. All other pupils are taught in mixed-age classes. They remain in the same class while they are in Years 1 and 2, in Years 3 and 4 and in Years 5 and 6.
- Privately-funded after school clubs take place on the site. There is a nursery on site. These are managed separately and are not part of this inspection.
- The school currently meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Replicate the existing outstanding teaching across the school by:
 - identifying the features of best practice
 - sharing this practice through a programme of coaching and mentoring
- Build upon the creative approach to teaching different subjects by:
 - identifying clearly who will develop innovative ways to organise learning experiences including in the Early Years Foundation Stage.
- Build strong partnerships with parents by:
 - establishing a forum for parents to share their views with the headteacher and governing body
 - providing more regular information about what is happening at the school
 - extending the use of questionnaires and using the results to inform decisions
 - seeking and utilising ways to fully involve parents with the school's development.

Inspection judgements

The achievement of pupils is good

- Pupils start Reception with broadly typical skills, knowledge and experiences for their age. Teachers' initial observations show some have lower levels of skill in early communication and literacy. Children make good progress and almost all meet or exceed expected levels by the time they enter Year 1.
- Pupils in Key Stage 1 achieve well in reading, writing and mathematics. They use their knowledge of the sounds that letters make (phonics) to attempt to spell or read new words.
- At the end of Key Stage 1 the standards pupils achieve are above average. Pupils who took the 2012 Key Stage 2 National Curriculum tests in English and mathematics exceeded the expected levels.
- Pupils known to be eligible for free school meals, who are those supported by the pupil premium, achieve as well as their classmates. There are no gaps in the achievement of any groups of pupils at the end of Key Stage 2 in English and mathematics.
- In lessons observed during the inspection, pupils usually made good or better progress. Work in books was of good, and sometimes outstanding, quality as a result of teachers expecting pupils to do their best.
- All groups of pupils, including disabled pupils and those with special education needs, make good and sometimes outstanding progress. Nevertheless, achievement is not yet outstanding because the rapid progress made by most pupils is not always sustained across classes, particularly those that have been taught by a number of different teachers in recent months. These pupils now have permanent teachers. In addition, there are a few pupils who are making good progress but could do even better.
- Teachers have thorough knowledge of what pupils can do and use this to make sure every pupil makes good progress in English and mathematics. Extra help for pupils who need it is quickly put in place and ensures pupils reach their full potential.
- Pupils are clear about how well they are doing. Targets and checklists help them assess their work. Detailed 'Reception Learning Journeys' record when children have mastered a new skill and form a comprehensive view of how well youngsters are doing and when extra help is needed.
- Pupils communicate confidently because adults model how to listen and use language effectively. Teachers provide pupils with many opportunities to practice these skills. In one lesson observed, for example, Year 1 and 2 pupils carefully instructed a partner how to draw an unseen object. Pupils asked questions to clarify their understanding and re-phrased explanations to make things clearer. Older pupils challenge one another sensitively to explain or justify their ideas, for example when solving mathematical problems about odd and even numbers or about fractions and percentages.
- Pupils' writing in all subjects is of a high standard. Most of their writing is linked to a theme. This gives pupils them a real-life purpose for writing. After a visit from the editor of a local magazine, Key Stage 2 pupils are now working on their own, known as 'Clent Life'.

- Pupils enjoy reading, read regularly and often refer to their own books for homework or research. They talk enthusiastically about favourite authors.

The quality of teaching is good

- A key strength in teaching is that there are 'no limits' to the challenge for pupils. Teachers plan activities that build from what pupils can already do and enable pupils to progress as far as possible.
- Teachers use careful questioning to check how well pupils are doing and adapt the lesson accordingly. In an outstanding lesson in Year 5 and 6 pupils were calculating fractions of amounts. The teacher assigned tasks to groups of pupils based on what each had achieved the previous day. She observed what pupils were doing and intervened with questions and comments that deepened their understanding and prompted them to attempt harder questions as soon as they were ready. She drew together a group of pupils who were experiencing the same difficulty and helped them to understand how to work out some 'trickier' percentages.
- Teaching is not yet outstanding overall because, in some lessons, activities are not always matched well enough to all pupils' abilities. This is sometimes because teachers do not guide pupils precisely enough to the next step. On other occasions teachers plan work that does not meet the needs of different groups, such as more able pupils.
- Teaching assistants make a valuable contribution to pupils' learning, including that of pupils who need extra help. They help pupils explain what they are thinking and show them clearly how to correct mistakes, asking questions to check if pupils have understood.
- Teachers talk to pupils about their work and show them what to do next through high-quality marking. Pupils know if they follow these suggestions they will improve. Not all marking matches the quality of the best. Sometimes teachers miss an opportunity to show pupils precisely what their next step should be. The books of pupils who have had a number of teachers this year show that marking has not always been as good in this class, but it now matches the quality of the rest.
- When children in the Early Years Foundation Stage are taught directly by the class teacher they make good progress because activities are challenging and meet their needs well. When children are involved in activities that they choose themselves, adults do not always intervene and help them learn as quickly as they could. Achievement is not as good at these times.
- Relationships in lessons are exceptionally positive. This creates an atmosphere of shared learning. Pupils confidently explain ideas and welcome challenge from teachers and classmates to help them improve. Teachers value pupils' suggestions about what they want to learn in theme work. Parents are pleased with how well their children are taught and how keen they are to talk about their learning.

The behaviour and safety of pupils are good

- Pupils enjoy coming to school. This is reflected in their above average attendance. The school gives good support to families whose circumstances make it difficult to get their children to school on time.

- Inspection evidence endorsed the view of pupils and staff that behaviour is typically good. Pupils behave well in lessons and apply themselves to work conscientiously. Different groups of pupils in Key Stage 2 were observed working co-operatively to solve mathematical problems without needing to be directly supervised.
- Pupils have a good understanding of different forms of bullying, including internet and homophobic bullying and extreme behaviour such as racism. They say that everyone gets on well. Lessons are rarely interrupted by pupils not behaving well. However, behaviour is not yet outstanding because a few pupils have to be reminded about keeping focused on their work.
- The school promotes pupils' moral and social development exceptionally well through all it does. In an assembly, pupils reflected on why doctors would treat the injured suspects of a recent bombing incident with compassion. Pupils are polite and respectful. Parents feel their children are in safe hands. However, a small number do not think the school deals adequately with concerns. The inspector found that there are ways in which the school could improve communication with parents and carers.

The leadership and management are good

- The headteacher leads the school with a quiet, relentless determination to ensure all pupils receive the best possible education. Ably supported by his deputy, he has set up robust policies and systems which ensure all teachers follow a common approach to achieving this ambition.
 - Senior leaders have secured improvements in teaching by regularly checking its quality and setting really clear targets for improvement that are closely linked to pupils' achievement. The headteacher keeps a regular check that targets are being met and takes courageous decisions to ensure the quality of teaching improves. For example, following a recent recruitment process, leaders decided not to make an appointment because they believed the candidates would not contribute sufficiently to the quality of teaching.
 - Leaders, including governors, have a thoroughly accurate view of the school's strengths and weaknesses. They set about tackling any issues through carefully planned actions and checking if these have had the necessary impact on pupils' achievement.
 - The school is aware that positions of responsibility for leading and managing different subjects and aspects could be better organised so that pupils experience even more creative and interesting learning opportunities. This is one reason why leadership is not yet outstanding.
 - Leaders make sure everyone has an equal chance to do well. They have judiciously planned the use of this year's additional funds from the government to match the needs of those pupils eligible for support. The money is being spent on extra sessions for pupils in danger of not achieving their potential, subsidising residential visits, training for teaching assistants and providing a homework club.
 - Different topics and after-school clubs widen pupils' experiences and provide creative opportunities for them to develop and use a range of skills. Topics begin and end with a 'Wow' experience which includes visits to cultural places of interest and visitors to school. These contribute well to pupils' learning.
 - Most parents agree that the school is led well. Some are not so sure. One reason for this is that they feel the school could do more to keep them informed of what is happening and involve
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them more fully in decisions it takes.

- The local authority has provided a range of effective challenge and support to the school which has helped it address all the issues from the previous inspection. Support has, rightly, been reduced as the school has demonstrated a stronger capacity to take responsibility for its own improvement.

■ **The governance of the school:**

- The governing body supports and challenges the school rigorously with a focus on ensuring every pupil has an equal chance to succeed. Governors are routinely involved in reviewing the progress pupils make and are quick to question the headteacher if they feel this is not as it should be. The governing body sets ambitious targets for the headteacher and rigorously checks how well he is meeting these. Governors ensure that teachers' salaries match their responsibilities. They hold the headteacher to account for efficient financial management, including decisions on spending additional government funding. They ensure that statutory responsibilities, including safeguarding, are carried out correctly.
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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	116796
Local authority	Worcestershire
Inspection number	408866

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	108
Appropriate authority	The governing body
Chair	Sarah Pearson
Headteacher	Christian Hamilton
Date of previous school inspection	17 October 2012
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