

Clearwell Church of England Primary School

Church Road, Clearwell, Coleford, GL16 8LG

Inspection dates 24–25 April 2013

Overall effectiveness	Previous inspection:	Good	2
	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		Good	2

Summary of key findings for parents and pupils

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

- Teaching is not yet consistently good or better, especially in Key Stage 2.
- Sometimes the pace in lessons is too slow and teachers wait too long for all pupils to complete work before moving on. As a result, pupils' progress slows.
- Occasionally, teachers provide answers too readily, without waiting for pupils to think for themselves.
- Pupils are not yet achieving consistently well because their progress is uneven in Years 3 to 6.
- Throughout the school there are still gaps in pupils' ability to recall number facts quickly.
- Some pupils in Years 3 to 6 do not readily apply spelling and grammar rules.

The school has the following strengths

- The quality of teaching is consistently good for the children in Reception and the pupils in Years 1 and 2. It is improving and is mostly good in Years 3 to 6. Pupils' learning is also supported very well by skilled teaching assistants.
- Pupils' achievement in Reception and in Years 1 and 2 is good. Progress in Years 3 to 6 is accelerating rapidly although it still requires improvement.
- Pupils' behaviour and safety are good. They are caring and considerate and sensitive to the needs of others. They, and their parents and carers, are extremely positive that they feel safe.
- Leadership is good. The driver in the improvements in teaching and learning has been the headteacher, who quickly analysed weaknesses when she arrived and has been rigorous in tackling them.
- The whole staff team is fully behind the drive for continual improvement and the school is well placed to continue moving forward.
- The governing body, which has improved considerably since the last inspection, has been extremely supportive and aided the pace of progress.

Information about this inspection

- The inspector visited 12 lessons. Four of the observations were carried out jointly with the headteacher.
- The inspector held meetings with leaders and managers, staff, pupils, the Chair and Vice Chair of the Governing Body and another governor. He also met with a representative of the local authority.
- The inspector met informally with parents and carers at the beginning and end of the school day and analysed the results of the 14 responses to Parent View, the Ofsted on-line survey.
- The inspector observed the school's work, and looked at its self-evaluation, development planning and policies and procedures, particularly those relevant to keeping pupils safe.
- The inspector evaluated the school's information on the progress that pupils are making.

Inspection team

John Eadie, Lead inspector

Additional Inspector

Full report

Information about this school

- Clearwell Church of England Primary School is a much smaller than average-sized primary school. Pupils are grouped into two classes, one for Reception and Years 1 and 2, and one for Years 3 to 6.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is broadly average. There are currently no looked after children in the school.
- There are no pupils from minority ethnic groups or who speak English as an additional language. The proportion of pupils identified as disabled and those who have special educational needs supported at school action is below average. The proportion supported at school action plus or who have statements of special educational needs is a little above average.
- The proportion of pupils leaving or joining the school at times other than the normal leaving or joining points is higher than average.
- The school did not meet the current government floor standard in 2012 which sets the minimum expectations for pupils' attainment and progress..
- There have been significant staffing problems in recent years. The headteacher is new since the last inspection and two of the three teachers joined the school in September 2012.
- The school opened a Foundation Unit in September 2010 for nursery-age children, which operates three afternoons a week, and started a breakfast club in September 2012.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
 - giving pupils further opportunities to make decisions about their learning for themselves and so improve their independent learning
 - ensuring that teachers always use time to best advantage to accelerate pupils' learning.
- Improve pupils' achievement by:
 - putting in place a programme to improve their skills in the rapid recall of their addition, subtraction, multiplication and division facts
 - developing a structured plan to improve pupils' spelling and grammar, particularly in Years 3 to 6.

Inspection judgements

The achievement of pupils

requires improvement

- Attainment at the end of Year 6 was well below average in English and mathematics in the national assessments in each of the last two years. There remain weaknesses in pupils' skills in rapid recall of addition, subtraction, multiplication and division facts and, especially in Years 3 to 6, their spelling and grammar.
- Children make good progress in Reception and this progress is built on well in Years 1 and 2. This is reflected in the rising attainment in each of the last two years in the teachers' assessments in reading, writing and mathematics at the end of Year 2. The new Foundation Unit is having a positive impact in giving these children a head start when they join the main school.
- An average proportion of pupils attained the expected standard in the 2012 national screening check in Year 1 for phonics (linking letters and sounds). However, those that did not make the level expected did not miss it by much.
- Pupils' progress in Years 3 to 6 has improved significantly in the last year and the current group is on track to reach national average scores by the time pupils are assessed this year. This indicates that they are back to the nationally expected rate of progress.
- Pupils in Years 3, 4 and 5 are also now working at levels expected for their age and progress has accelerated for pupils in Years 3 to 6.
- Pupils use their phonic skills well and have good technical skills of reading. Older pupils enjoy reading and were able to talk enthusiastically about books they have read. Standards in reading are broadly average.
- Careful plans are in place for the learning of pupils identified as disabled and those who have special educational needs and these pupils make the same progress as their classmates and there is no discrimination. They are very well supported, particularly by skilled teaching assistants, and there were some real breakthroughs in the learning of individuals during the inspection.
- The pupil premium funding is used well to support individual pupils. There were not enough pupils known to be eligible for free school meals in 2012 to comment on their attainment compared with their classmates. However, they made similar progress to other pupils.
- Those pupils who join the school in later classes settle quickly and are therefore enabled to make the same progress as their classmates.

The quality of teaching

requires improvement

- There are occasions when teachers do not give pupils sufficient opportunities to think for themselves or make choices about their learning. For example, sounding out words for pupils to help them read them instead of letting them sound them out themselves.
- Occasionally, the pace of learning slackens or time is not used well as when teachers wait for all to finish a piece of work before moving learning on.
- Teaching in Reception and Years 1 and 2 is consistently at least good and results in these pupils making good progress. In Years 3 to 6 it has improved significantly in the last year, but is not yet as good as in the other class.
- Teachers plan well to cope with the mix of ages and abilities in their classes, ensuring that all receive work suited to their needs. Pupils confirm that the levels of challenge expected of them have improved since the last inspection, saying such things as, 'The work is not too hard or too easy but sometimes it is quite tough.'
- The high number of teaching assistants is deployed well and gives very good support, particularly but not exclusively, to pupils identified as disabled and those with special educational needs.
- Teachers check on pupils' learning thoroughly and this enables them to quickly identify those in

danger of falling behind. Good initiatives are then used to help them catch up.

- Pupils say that the targets that teachers set for their learning help them to know how well they are doing. They also appreciate the way that teachers' marking helps them improve.

The behaviour and safety of pupils are good

- Pupils are caring, considerate and polite. Many examples of this were observed during the inspection, such as when a pupil, totally unprompted, helped another at playtime when they were experiencing considerable difficulties. Pupils say that the good standards of behaviour observed are typical of daily behaviour. Staff, governors and parents and carers agree that behaviour is good.
- Pupils' attitudes to their learning are good and improving. Pupils say that they now enjoy their lessons as 'we are helped to learn'. There are very few lapses. Relationships are excellent and so pupils are keen to work hard and do well.
- Pupils and their parents and carers are unanimous in their view that pupils are safe in school. Pupils say that bullying is rare and minor and dealt with very well when reported. They have good knowledge of various types of bullying and were able to talk about the dangers of using the internet, for instance.
- Although there are no pupils of minority ethnic groups in the school, pupils are aware of the problems of discrimination. Links have been established with a more culturally diverse school not too far away so that pupils can meet and work with others.
- Rates of attendance are improving and are now average.

The leadership and management are good

- The headteacher, on arrival at the school, quickly evaluated the weaknesses at that time, which were resulting in pupils' inadequate achievement. With the support of the governors and the local authority, strategies were implemented which have been effective in eliminating the weaknesses so that pupils' achievement is now improved.
- The headteacher and a group of governors meet regularly with local authority personnel who support the school well, and who are helping to monitor improvements. These meetings are effective in maintaining the focus on accelerating pupils' rate of progress.
- The new staff team has quickly got to grips with the improvements needed and is fully supportive of the drive for further improvement.
- The management of teachers' performance has been used well, alongside effective training, to support and extend teachers' skills. However, this has not yet ensured that teaching is consistently good or better.
- At the heart of the school's ethos is a determination to provide equality of opportunity and this is demonstrated in the way that pupils are prepared for their futures. For instance, the close links with a larger local school provide many opportunities for pupils to engage with a wider social circle.
- Provision for pupils' spiritual, moral, social and cultural development is a strength. An outstanding assembly was observed where pupils were given excellent opportunities to reflect on moral and social issues and the beautiful singing of the song at the end was a truly spiritual experience, especially bearing in mind the small number of pupils.
- The school has fostered very good relationships with parents and carers, who, as the online questionnaire revealed, are almost universally supportive and positive about all aspects of the school.
- Funds are managed very carefully. For instance, it has allowed restructuring of staffing so that pupils can work in smaller groups. Effective management is also demonstrated in the way that the funds provided for those pupils for whom the school receives the pupil premium are very carefully used and focused on the needs of these pupils. This is effective in improving their

progress.

- The curriculum has been developed well and pupils say that they particularly enjoy the wide range of experiences planned for them, particularly the many visits and visitors. The trip to the seaside the day before the inspection was clearly a success in supporting their current project.
- Safeguarding procedures are thorough and pupils are kept safe.
- **The governance of the school:**
 - There were weaknesses in governance at the last inspection. Since then the governing body has reorganised and is now a strong body, carrying out its role very effectively. It is acutely aware of the strengths and weaknesses of the school and has offered very strong support to the management within the school in the drive to improve. Governors' knowledge is based on first-hand experience as they are regular visitors to the school and each of these visits has a clear focus. Governors know how good teaching is and the effectiveness of the management of teachers' performance although there have not yet been opportunities for them to use this to reward good teaching due to the number of new staff. They know how well pupils are doing compared to those nationally and locally, including those eligible for the pupil premium, and they receive and understand good information on the progress that pupils currently in the school are making.

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	115638
Local authority	Gloucestershire
Inspection number	411744

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	39
Appropriate authority	The governing body
Chair	Teri Chance
Headteacher	Mary Williams
Date of previous school inspection	29–30 September 2009
Telephone number	01594 834904
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