

Clenchwarton Community Primary School

Main Road, Clenchwarton, King's Lynn, PE34 4DT

Inspection dates 1–2 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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

- Over a period of unsettled leadership since the last inspection, there has been a decline both in the quality of teaching and in pupils' achievement.
- In Key Stage 2, pupils do not make as much progress in writing as in reading and in mathematics. They have limited opportunities to practise writing in other subjects.
- Pupils in Year 6 did not reach the standards they should in English in 2012.
- Despite recent improvements pupils' progress is still not consistently good because teaching requires improvement.
- Sometimes teachers talk for too long so pupils do not have time to get on with enough work.
- Pupils do not always know how long they have or how much work they are expected to do.
- The work teachers set is sometimes too easy or too hard for pupils.
- Marking does not consistently tell pupils how to improve their work.
- Teachers have had few opportunities to learn from seeing good or outstanding teaching, in this school or by visiting others.

The school has the following strengths

- The determined leadership of the headteacher has brought about rapid improvements, which have halted the decline.
- The quality of teaching and pupils' progress are now rigorously and regularly checked and this is bringing about better learning and progress.
- Attendance has improved.
- There is some good teaching in the school.
- Behaviour is good. Pupils feel very safe, enjoy school and take on responsibilities well.
- The head and senior leadership team have correctly identified key areas for development and are active in improving the school.
- Parents and carers hold very positive views about the school.

Information about this inspection

- Inspectors observed 15 lessons of which five were joint observations with the headteacher.
- They looked at the work in pupils’ books, listened to them read, visited an assembly and observed playtime activities.
- Meetings were held with the headteacher, five members of the governing body, with key staff and with pupils. The lead inspector had a telephone conversation with a representative of the local authority.
- Inspectors looked at a range of documents. These included the school’s self-evaluation summary, information on pupils’ progress and documents relating to safeguarding, school management and the curriculum.
- Inspectors took account of 40 responses to the Ofsted online survey (Parent View) and also met with parents informally on the playground.
- Inspectors analysed 21 responses to the staff questionnaire.

Inspection team

Joan Beale, Lead inspector

Additional Inspector

Mike Williams

Additional Inspector

Information about this school

- The school is slightly smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils supported at school action is in line with that seen nationally, whilst an above-average proportion are supported at school action plus or with a statement of special educational needs.
- Very few pupils are supported by the pupil premium (additional funding given to schools for pupils eligible for free school meals, children in local authority care and those with a parent in the armed forces).
- Since the previous inspection the school has experienced a number of staffing changes including a new head and deputy. Difficulty in recruitment after the previous headteacher left meant that the school was without a headteacher from April 2010 until January 2012.
- The school meets the governments' current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching by ensuring that:
 - teachers allow enough time in lessons for pupils to get on with their work, and make sure pupils know what is expected of them
 - work set for all pupils is at the right level, neither too easy nor too hard
 - marking consistently tells pupils what they should improve and how
 - teachers have the opportunity to learn from good teachers in their school and also outstanding teachers in other schools.
- Improve pupils' achievement in English in Key Stage 2, by ensuring that pupils have more opportunities to write at length for different purposes in different subjects.

Inspection judgements

The achievement of pupils requires improvement

- Since the previous inspection standards at the end of Key Stage 2 have declined. Pupils' progress requires improvement between the end of Key Stage 1 and the end of Key Stage 2. In 2012 some pupils in Year 6 made less progress than expected from Key Stage 1. This is because the progress pupils made in Years 3 and 4 was not rapid enough due to teaching that was not consistently good. Their progress in mathematics was better than that in English.
- Pupils in Key Stage 1 have good opportunities to develop their skills in independent writing as the curriculum gives lots of opportunities to write across different subject areas. Similar opportunities are limited in Key Stage 2 and the school has rightly identified this as a priority for development in order to improve attainment and progress in English.
- Progress across the school has been variable because of inconsistencies in teaching and the way pupils' work is checked. However it is now becoming more consistent, as a result of improvements in both these areas.
- Children start the Reception year with skills that are below the levels typically seen for their age. Last year their progress required improvement, as they entered Year 1 with skills still below average. The current Reception year is making good progress as a result of good teaching.
- Pupils make mostly good progress during Key Stage 1 to reach broadly average standards by the end of Year 2. When there are dips, the school takes quick action. For example, the standards reached by pupils in the 2012 Year 1 check of how well they could link sounds and letters (phonics) were well below expected levels and boys did particularly poorly. The school has addressed this effectively by introducing a more rigorous approach to the teaching of phonics and by providing catch up support for all pupils in Year 2 who did not reach the expected standard in Year 1.
- Disabled pupils and those with special educational needs make similar progress to their peers overall.
- There were not enough pupils known to be eligible for free schools meals in 2012 to comment on their attainment without identifying them.

The quality of teaching requires improvement

- Teaching over time has not been good enough to bring about consistently good progress for all pupils across the school. More rigorous checking by senior leaders has brought about improvements and some good teaching was observed during the inspection. However this has not been sustained for long enough to ensure that achievement is as good as it should be. Some teaching still requires improvement, particularly in lower Key Stage 2.
- Teachers generally have good subject knowledge and plan appropriately. However some teachers talk for too long, so pupils do not have enough time to complete tasks set. Work set is sometimes too easy or too hard and pupils do not always know how long they have to work on a task or what is expected of them in the time available.
- The best teaching was seen in the upper end of each Key Stage. These lessons were

characterised by good pace, effective questioning techniques and imaginative activities with appropriate challenge for all learners. There was good balance between teacher-led activities and time for pupils to practise or work independently. In Year 5, pupils were observed making an Aztec Mask, an activity which allowed them to apply their factual knowledge in a creative way, whilst increasing their understanding of the Aztec culture. In a Year 2 phonics lesson, the teacher's excellent subject knowledge and high expectations, coupled with energetic pace and effective use of time, led to very good progress in learning for all pupils.

- Pupils engage well with learning. They respond positively to their teachers and are keen to please them. They work well in groups and on their own.
- Provision for children in the Reception class is good, giving them opportunities to develop a range of skills both indoors and outside. Children take an interest in reading and respond well to phonics teaching.
- The quality of marking is variable across the school. Some excellent examples of marking for improvement were seen but this practice, whereby teachers tell pupils exactly what they need to do to improve, is not yet embedded across the school.
- Disabled pupils and those who have special educational needs work well with other pupils. They are sensitively supported by teaching assistants who are well briefed on their specific needs. As a result most make as much progress as other pupils in the class.

The behaviour and safety of pupils are good

- The behaviour of pupils both in and out of lessons is good. They have positive attitudes to their learning and are polite to each other and adults. Both pupils themselves and their parents agree that behaviour is good. Pupils say that behaviour has improved since the arrival of the current headteacher.
 - Pupils feel very safe and secure in the school. They regard school as a 'friendly place', where they can 'tell their teachers anything.' Parents, too, strongly agree that their child is safe.
 - A variety of initiatives such as 'anti-bullying week' have given pupils a good understanding of different forms of bullying and how to combat these. However, they say that although people sometimes fall out there is no bullying in the school.
 - Pupils know how to keep themselves safe and can recall lessons on road safety and talks from visitors to the school about internet safety.
 - Pupils have good opportunities to take on responsibilities, for example as members of the school council and as playground monitors.
 - The school has worked closely with parents to improve attendance. It is now broadly average. There are still a few pupils whose attendance is not as good as it should be but most attend regularly and are punctual to school.
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The leadership and management are good

- The very clear direction given by the headteacher, together with strong support from her deputy, has greatly improved provision in the last year, halting the decline that followed the departure of the previous headteacher. The good improvements already made show that the school has the capacity to bring about further improvement rapidly.
 - Rigorous new systems for checking pupils' progress have been put in place. Pupils who are not making sufficiently rapid progress are identified early and they receive the right support to help them to catch up.
 - Regular monitoring of lessons and an insistence on high expectations, together with training, has helped teachers to improve their practice. As a result achievement across the school is accelerating. An effective system for managing the performance of staff is now also established. So far teachers have had limited opportunities to learn from good teachers in the school or to visit outstanding teaching elsewhere.
 - The school development plan identifies the right priorities for improvement. Leaders know what needs to be done to further improve the school and actions are carefully planned to have a positive impact.
 - The curriculum (the range of subjects and topics pupils study) provides effective opportunities for learning and contributes well to pupils' spiritual, social and moral development. It is enriched by a wide range of after school clubs including choir, netball, cricket, science and cooking.
 - The school works closely with parents and carers, who hold the school in high regard.
 - Support from the local authority has been 'light touch' because the school was judged as 'outstanding' in its previous inspection. This support did not identify soon enough the declining standards in recent years.
 - **The governance of the school:**
 - Governors have a good understanding of the strengths and areas for development of the school. They know what the quality of teaching is and how well different groups of pupils are progressing, including those supported by the pupil premium. They took the action they could during the period when the school was without a substantive headteacher, but were not able to arrest the decline. Since the appointment and arrival of the current headteacher, they have improved their skills in being able to both support and challenge the leadership of the school. Governors have made good use of the training available to them following an audit of their skills. They understand the use of performance management and ensure that it is used well to reward success as well as tackling weaknesses. Governors give a high priority to keeping pupils safe and have ensured that safeguarding procedures meet requirements.
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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	120869
Local authority	Norfolk
Inspection number	412492

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	208
Appropriate authority	The governing body
Chair	Rod Payne
Headteacher	Joanne Borley
Date of previous school inspection	6 November 2008
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