

Clee Hill Community Primary School

Tenbury Road, Clee Hill, Ludlow, SY8 3NE

Inspection dates 23–24 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Since the last inspection, the headteacher, governors and staff have successfully improved teaching, and as a result pupils' achievement. Progress for all groups is good.
- The headteacher and governors have responded well to a marked decline in pupils' attainment in mathematics in Key Stage 2 in 2010 and have reversed this trend.
- This has been achieved by improving the quality of teaching and monitoring the progress of each pupil very carefully.
- This is a happy school and pupils are treated with respect and as individuals in an atmosphere of care and support. Behaviour is good.
- Pupils understand how to keep safe and know they can talk to an adult if they have any concerns.
- The governing body significantly contributes to the success of the school. Governors have an accurate view of the school's strengths and areas for development. They are not afraid to ask challenging questions and hold the senior leaders to account.

It is not yet an outstanding school because

- There is insufficient outstanding teaching to secure the highest levels of achievement. Occasionally, teachers do not move the most-able pupils on quickly enough to harder work.
- Pupils are not always given opportunities and time to act upon teachers' comments in marking and to respond to their questions.
- The outstanding teaching in the school is not yet shared with other staff to further develop their skills.

Information about this inspection

- The inspector observed 10 lessons and saw all classes in operation. Three of these observations were shared with the headteacher.
- The inspector observed morning playtime, lunchtime activities and attended an assembly.
- The inspector observed the school's work and looked at a number of documents, including: the school's data on pupils' current progress, leaders' reports on lesson observations, the school's improvement plan, planning and monitoring documents, documents relating to safeguarding, and records relating to behaviour and attendance.
- The inspector looked at the work in pupils' books and a range of their other work.
- Discussions were held with pupils and the inspector listened to them read in both Key Stage 1 and 2.
- Discussions were held with the headteacher, governors, other leaders and staff. In addition, the inspector talked with a representative from the local authority.
- The views of 28 parents who responded to the online questionnaire (Parent View) were taken into account, as well as those gathered through discussions with parents.
- The inspector also received and considered the views of 13 staff who completed questionnaires.

Inspection team

Sarah Somers, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average size for a primary school.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and others) is below average.
- Nearly all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets current government 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?

- Increase the proportion of outstanding teaching and raise pupils' achievement to the highest levels by ensuring all teachers:
 - share the outstanding practice that exists within the school to further develop the skills of staff
 - move the most-able pupils on to harder work as soon as they are ready
 - provide regular opportunities for pupils to respond to and act upon teachers' marking and questions.

Inspection judgements

The achievement of pupils

is good

- Good teaching leads to good progress throughout the school for pupils from all backgrounds and abilities. This good progress was reflected in the good quality of learning observed in lessons and confirmed by the work in pupils' books.
- Many children start school with skills that are slightly below those expected for their age in most areas of learning. Literacy and language skills are the weakest areas of development overall when children start school. Children quickly settle into the school's routines. They make good progress from their individual starting points because staff plan an exciting range of activities that are matched to their needs.
- In Key Stage 1, pupils make good progress. As a result, standards at the end of Year 2 in 2013 were higher than those attained in previous years and higher than the national results of 2012.
- Pupils are systematically taught phonics (the relationship between letters and the sounds they make). In the last year's national phonic screening for Year 1, results were well above the national average.
- Attainment in Key Stage 2 is currently broadly average in English and mathematics and an increasing number of pupils are attaining standards above this due to the improvements in teaching. Raising attainment in mathematics has been a priority for the school since the last inspection and actions taken have been successful. Attainment in mathematics has risen throughout the school since 2010 from significantly below the national average to average levels at the end of Key Stage 2 in 2012.
- In 2012, the proportion of pupils making expected progress from their individual starting points was higher than national results in English and mathematics. In reading the proportion of pupils making better progress than expected nationally was well above.
- From their starting points pupils continue to make good progress throughout the rest of the school. The school's information about pupils' progress, observations of learning during lessons and the quality of work in books show that pupils make good and, in some cases, rapid progress. In the current Year 6, an increasing proportion of pupils are now on course to attain above-average standards by the time they leave school.
- Disabled pupils and those who have special educational needs make good progress. The good support provided by class teachers, teaching assistants and outside agencies ensures that work is set at the right level for them, enabling them to make small but progressive steps in their learning.
- Those pupils who attract the pupil premium are tracked with care and their improvement is recorded termly in reading, writing and mathematics, as is that of all pupils. In the 2012 Year 6 national tests, the attainment of eligible pupils was similar to other pupils in the school in writing and mathematics and about two terms behind in reading. Eligible pupils currently in the school are making accelerated progress and the gap between the attainment of this group and that of their classmates is narrowing rapidly. Some pupils eligible for the additional funding are making better progress than their classmates.
- Occasionally in some lessons, the most- able pupils are not moved forward in their learning

quickly enough and these pupils are not fully challenged to reach the highest levels so that their pace of learning slows.

The quality of teaching is good

- Since the previous inspection, school leaders have successfully focused on making sure that teaching is consistently good. The school's own monitoring records and the teaching and learning observed during the inspection indicate that teaching is always at least good. Examples of outstanding teaching were also seen during the inspection.
- Good teaching enables pupils of all abilities to learn successfully. Lessons are well planned and have clear learning goals that are shared with the pupils. Activities capture pupils' interest and teachers make sure classrooms are lively and exciting places where pupils want to succeed.
- Teachers and teaching assistants develop pupils' speaking and listening skills well through discussion in small groups and with their 'talk partners'. Pupils listen attentively and collaborate well when working with a partner or a small group.
- Where teaching is at its most effective, learning moves along at a rapid pace and pupils are highly motivated to succeed. In an older Key Stage 2 lesson on calculations using decimals, the task was challenging for pupils of all abilities. The levels of co-operation between pupils, the discussion of mathematical thinking and the teachers' incisive questioning, contributed to pupils' rapid progress. Challenging tasks, appropriate to pupils' age and ability, motivated and inspired pupils well.
- Strategies for managing the behaviour of pupils are very effective with the result that pupils work in a calm and orderly atmosphere. Pupils work hard and remain on task without the need for constant adult intervention.
- All pupils' progress in reading, writing and mathematics is checked rigorously and tracked as they move through the school. Termly meetings between the headteacher and individual class teachers about pupils' progress are held to discuss the information gained. These meetings ensure that teachers have a good understanding of the progress their pupils are making and the action they should take to support and help them to reach their targets. Pupils know their individual targets and were able to discuss with the inspector their next steps in learning.
- Teaching is not yet outstanding overall. The best learning occurs when activities are planned to meet the wide range of abilities in each class. However, occasionally, teachers do not ensure that the work set is appropriately challenging for the most-able pupils so that they reach the higher levels that they are capable of achieving. Teachers do not always move pupils who find work easy on to more demanding work earlier in lessons.
- Marking and feedback across the school are regular and positive. In the best practice, pupils are informed of what they have done well, what they need to do to further improve, and have opportunities to respond to teachers' comments and to correct their errors. This good practice is not consistent across the school. Pupils are not always given the opportunity to act upon teachers' marking, to improve their work and respond to questions.

The behaviour and safety of pupils are good

- Pupils show very positive attitudes to learning and their good behaviour is seen both in lessons and around the school. They enjoy their lessons and are keen to do well. Occasionally, there is a

little inattentiveness when the most able pupils are not moved forward in their learning quickly enough.

- Pupils' spiritual, moral, social and cultural development is good. Even the youngest children know and understand the various values which the school promotes and these permeate the day-to-day life of the school. Pupils delight in the friendships they form, and are keen to talk about the kindness and support they get from others pupils as they are to display these qualities themselves.
- Older pupils care about younger ones and pupils from all age groups and backgrounds work and play together harmoniously. Pupils know they are part of a very caring community where all pupils have an equal chance of success. There is a warmth and friendliness about the school and a strong mutual respect between adults and pupils.
- In discussion, pupils say that incidents of bullying are rare, and that they are dealt with quickly and effectively. Pupils show a good understanding of how to keep safe, including when using computers and the internet. Pupils are proud ambassadors for the school and willingly take on responsibilities such as tuck shop monitors and school council representatives.
- The school values its positive relationships with parents. Responses to Parent View indicate that the overwhelming majority of parents feel that the school is a safe place where their children are well looked after.
- Attendance has risen since the time of the last inspection and is now in line with the national average. Attendance has improved and most pupils attend regularly but, despite the best efforts of the school and outside agencies, a few families take children out of school in term-time.

The leadership and management are good

- The headteacher provides calm and determined leadership. The school's view of its own performance has correctly identified appropriate areas for further development.
- Teaching is well led. As a result of regular monitoring and support, teaching has improved since the last inspection and is now consistently good across the school with examples of outstanding practice. The outstanding teaching has not yet been shared across the school to develop staff skills.
- Together with careful tracking of pupils' progress, the detailed information about teaching that comes from checks on teachers' work ensures that planning for improvement is founded on good evidence and accurate data. During joint observations undertaken with the inspector, the headteacher was accurate in his assessments of teaching and learning and offered appropriate feedback to staff to help them improve.
- Staff demonstrate a shared sense of responsibility and commitment to the school's continued improvement. Staff fully support the headteacher's aims for the school and it was evident from returned staff questionnaires that they are equally committed to ensuring that improvement is sustained. The inspector fully agrees with the comment from a member of staff, "As a school, we are constantly, as a team, striving to improve our practice and therefore the children's progress and learning. A great place to work!"
- Through a range of training opportunities, subject leaders are developing their skills to monitor teachers' planning and pupils' progress effectively by checking planning, assessment, lessons

and work in pupils' books.

- Staff have clear performance management targets to bring about improvement. There is a link between teachers' pay and the quality of learning. Staff are held to account for the progress of the pupils in their class. Staff training and opportunities for professional development have been effective, particularly in improving the quality of teaching.
- Although at the time of inspection, the school had yet to receive its primary sport funding, the school was providing all pupils with weekly physical education lessons led by skilled sports trainers.
- The curriculum is varied and interesting and provides well for pupils' spiritual, moral, social and cultural development. Literacy skills are developed well through the teaching of topics. Pupils have access to a wide range of additional activities, events, trips and residential visits.
- Fully supported and monitored by the governing body, the school makes full and effective use of the money derived from the pupil premium to support frequent small-group and one-to-one work. This helps to ensure that eligible pupils make good progress.
- There are strong and productive links with other local schools. The schools and pre-school setting work together in a way which is beneficial to pupils and their parents. There are good links with the secondary school to which most of the pupils transfer, so that teachers are confident that pupils have been well prepared for the next stage of their education. This all has a positive impact on school improvement and standards.
- The school provides high-quality care for its pupils. The small size of the school ensures that families and pupils are known very well by staff. Responses from Parent View and informal discussions with parents show that parents and carers have a positive view of the school. The school's close and supportive work with parents of children whose circumstances make them vulnerable has enhanced children's well-being.
- The local authority has been effective in supporting the school to improve since the last inspection. It has arranged training for governors, leaders and staff. The local authority has assisted the school in checking that they are accurate in their measurement of standards and in improving the quality of teaching and learning.
- Safeguarding requirements are fully met.
- **The governance of the school:**
 - The governing body provides strong support and challenge for leaders and managers in order to ensure that the school continues to improve. Governors gather, check and discuss a wide range of information about the school. As a result, they have an accurate view of the quality of teaching. The governing body understands the arrangements for relating teachers' pay to performance. It plays a role in the school's self-evaluation, monitoring and improvement planning processes. Governors understand the data showing pupils' attainment and progress and how this performance compares with that of other schools.

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	123360
Local authority	Shropshire
Inspection number	426973

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	118
Appropriate authority	The governing body
Chair	Andrew Morrish
Headteacher	Andrew Ellis
Date of previous school inspection	19 September 2011
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