

# Clapham Terrace Community Primary School and Nursery

Clapham Terrace, Leamington Spa, CV31 1HZ

**Inspection dates** 15–16 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- This is a good school, which is improving rapidly.
- Teaching is good and the amount of outstanding teaching is increasing.
- Progress of pupils across the school for all groups is good.
- The pupils in the speech and language unit make good progress from very low starting points.
- In the 2013 Year 6 national assessments the number of pupils who achieved the higher level 5 and level 6 were above national averages.
- Children in the Early Years Foundation Stage make good progress.
- Behaviour across the school is good and pupils say they feel safe.
- Pupils say there is little bullying and any that occurs is effectively dealt with.
- Parents feel their children are safe in school.
- Pupils have an excellent understanding of how to stay healthy and safe.
- Pupils' spiritual, moral, social and cultural development is a real strength of the school.
- The headteacher alongside the governing body provides good leadership and has improved teaching through robust performance management and monitoring systems.
- The governing body is effective at monitoring all aspects of the school and so has an accurate view of its strengths and weaknesses.

### It is not yet an outstanding school because

- Achievement in writing for less-able pupils is not as rapid as in other subjects because pupils do not have enough opportunities to understand how to construct sentences properly and to practise their skills.
- The current systems to monitor and track less-able pupils are not easily accessible and so does not readily allow teachers to use this information to plan for future learning.

## Information about this inspection

- Inspectors observed 17 lessons, including learning taking place within the speech and language unit. Nine of these observations were carried out jointly with the senior leadership team.
- A number of pupils from Years 1 and 6 were heard reading as well as observing lessons on the teaching of phonics, which is the reading of letters and the sounds they make.
- Inspectors observed the work of the school and looked at a range of school documentation on pupils' progress, attendance, school self-evaluation and development and a range of policies and procedures relating to the safety of pupils.
- Inspectors scrutinised the work of pupils in their work books.
- The 53 responses to Ofsted's online questionnaire, Parent View were considered, as were the 23 responses to the staff questionnaire.
- Meetings were held with senior leaders and managers of the school, the Chair of the Governing Body, a group of pupils and with a representative of the local authority.

## Inspection team

Ronald Hall, Lead inspector

Additional Inspector

Christopher Crouch

Additional Inspector

## Full report

### Information about this school

- Clapham Terrace Community School is smaller than average.
- The school is organised into a Reception/Nursery class and one class per year group.
- The majority of pupils are White British.
- The proportion of pupils entitled to support from the pupil premium (which provides extra funding to the school for pupils known to be eligible for free school meals and children from other groups, such as those being looked) after is average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average, but the proportion supported at school action plus or with a statement of special educational needs is well above average.
- The school has specially resourced provision for pupils with special educational needs in the form of a speech and language unit for up to eight pupils.
- There are increasing numbers of pupils entering and leaving the school at times other than those normally expected, especially those pupils in the speech and language unit.
- The current headteacher was appointed in September 2013.
- The school has links with a number of local schools through a partnership arrangement.
- The school meets the government's current 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?

- Improve the quality of writing for less-able pupils by providing more opportunities for them to understand how to properly construct sentences and practise their skills across all subjects.
- Improve further the analysis of school data on pupils' progress, particularly in relation to disabled pupils and those with special educational needs, pupils in receipt of pupil premium funding and those in the speech and language unit, in order to allow teachers to use this information more effectively in planning further learning.

## Inspection judgements

### The achievement of pupils is good

- Pupils in all groups across the school make good progress.
- In the 2013 national assessment tests the number of pupils reaching the higher levels of Level 5 and Level 6 were above average, but other results were affected by pupils entering and leaving the school at times other than that normally expected. These pupils generally have levels of attainment well below those expected for their ages.
- Children in the Early Years Foundation Stage class make good progress from low and for some very low starting points. Many reach average standards by the end of Key Stage 1.
- Reading is a key focus for the school and pupils are encouraged to read often and widely. The teaching of phonics is a strength in Key Stage 1 as shown in the results of the phonics screening check, where pupils achieved above average levels by the end of Year 1. Pupils currently in Year 6 are on track to exceed the national average in reading.
- The standards in the 2013 Year 6 national assessments for girls were affected by small numbers and the inclusion of pupils from the speech and language unit. School information scrutinised during the inspection shows that standards in each year group were above the national average in reading and mathematics and broadly in line in writing.
- Disabled pupils and those with special educational needs make good progress from low starting points, in line with their peers in school and are approximately two terms behind them, but above their peers nationally.
- Pupils who receive extra support through the pupil premium make good progress from their starting points. School information shows these pupils are approximately two terms behind their peers in school and the gap is steadily closing.
- The specialist support the school has put into place for less-able pupils, has had a marked effect on their progress which is rising rapidly. The school provides a range of opportunities for these pupils to learn in a variety of ways. However, less-able pupils are not consistently provided with opportunities to fully understand how to construct sentences and to use these skills across all subjects. This has resulted in attainment in writing being lower than other subjects.
- Pupils who attend the speech and language unit benefit from the specialist teaching they receive and the support they are given in lessons in the school. This results in these pupils making good progress from very low starting points.
- Mathematics has improved rapidly, resulting in the percentage of pupils achieving and exceeding expected progress in Year 6 being above average. The reasons for this were seen in a Year 6 lesson on multiplication where work set was appropriate to all levels of abilities. Good teacher questioning and discussion challenged pupils' thinking further.
- Pupils' books are tidy, showing good progress and pupils' pride in their work.

### The quality of teaching is good

- Teaching in the school has improved over time and is consistently good with an increasing amount that is outstanding.
- Lessons start punctually and pupils prepare for their learning quickly and sensibly. Good routines in the Early Years Foundation Stage result in children being ready for their activities in good time and so little learning time is lost.
- All adults who support learning use good questioning skills to challenge pupils' thinking and to allow them to understand their work better. This was demonstrated very well in an excellent lesson on opinions written as facts. Throughout the lesson pupils were encouraged to challenge each others' views, leading to excellent discussions which extended learning. The adults in the lesson constantly assessed the various rates of progress for each group and used this to make sure all pupils had work that further developed their skills.
- Due to recent teacher training on how to teach mathematics, standards in this subject have risen rapidly across the school. Resources have been updated and improved and teachers use these effectively in their lessons.
- The other adults who support learning are used effectively by teachers to support all levels of pupils. These adults have excellent questioning and discussion skills and teachers make sure their subject knowledge is accurate. They provide especially good support for the less-able pupils and those with speech and language difficulties.
- Pupils fully enjoy their learning as they say teachers provide them with plenty of work and they are never bored.
- Teachers provide pupils with a wide range of experiences to develop their cultural and spiritual development with work related to a number of African and other cultures.
- Pupils' books contain comments by teachers which provide good guidance for pupils to improve their work and pupils clearly act upon them in following work.
- Parents rightly feel that teaching in the school is good and provides solid learning for their children.

### **The behaviour and safety of pupils are good**

- Behaviour of pupils around the school and in lessons is good. Pupils socialise with each other well and in lessons work together effectively with little disruption to learning.
- Positive role modelling by all adults in the school results in pupils being polite and respectful both to each other and adults.
- During discussions with inspectors pupils showed a real pride in their school and were eager to point out that behaviour is good and there is very little bullying. Any issues that do occur are quickly and effectively dealt with by staff.
- Parents rightly feel the school is safe, their children are well looked after and behaviour is good.
- Older pupils have a range of responsibilities at break times and look after the younger pupils with care and consideration. The 'Junior Leadership Team' takes its responsibilities seriously and

the senior leadership team and governors listen to and react to their views. The development of the new curriculum, for example, is being carried out with the full involvement of the pupils.

- Pupils have a good understanding of the various forms of bullying and especially e-safety.
- Behaviour is not outstanding because where teaching is not as strong a small minority of pupils chatter socially rather than getting on with their work.
- The school's work to keep pupils safe and secure is good as shown by the pupils' understanding of how to stay safe outside of school, their attitudes to healthy lifestyles and knowledge of how drugs can be both helpful and harmful.
- There have been a number of exclusions over the past year, but these relate to pupils with specific behavioural learning difficulties. Reports on these issues show that the school deals with such matters effectively and sympathetically.
- Attendance is average and the school has worked hard with families to improve this. Pupils attend school punctually.

### **The leadership and management** are good

- Leadership and management of the school have been consistently good for some time, but since the appointment of the new headteacher the school has seen even more rapid improvements.
- The senior leadership team and governors have brought about rapid and sustained improvements in teaching leading to increased progress made by pupils across the whole school. The monitoring of teaching by all levels of leadership and management is robust and produces an accurate view of teaching in the school.
- The mathematics co-ordinator, for example, has brought about a marked change in the way the subject is taught and the resources used, leading to rapid improvements.
- The senior leadership team accurately monitors the achievement of all groups, but the current systems for doing so do not make accessing information on the less-able pupils easy. This means that teachers occasionally find it difficult to plan as accurately as they might for these groups.
- The new headteacher and her leadership team have a good understanding of the school and have a clear drive for improvement, which is monitored and challenged by the governing body, which shows capacity for future improvements.
- Leaders are preparing for the new curriculum effectively involving all in the school. This has led to pupils stating they feel the range of subjects being taught has increased and the way they are presented is much more interesting and enjoyable.
- The performance of teachers in all their roles is closely checked and the results are tightly linked to their professional development and training as well as pay progression.
- The senior leadership team uses links with its partnership schools well to support further development and improvement through joint training, external checks and scrutiny of its work as well as providing the pupils with greater learning opportunities.

- Leadership and management of the speech and language unit is good. Detailed records of pupils' progress make sure that teaching both in the unit and mainstream classrooms matches the needs of the pupils. Teaching in the unit is consistently good due to effective monitoring and continual development of teachers to make sure that they are as well trained as possible.
- Parents rightly feel the school is well run and managed, their views are taken into consideration and they are kept fully informed
- The local authority has historically provided the school with a large amount of support in order to aid improvements, which the school feels was valuable and effective. This has reduced as the school has improved and the local authority now provides a light- touch approach.
- The pupil-premium funding has been used effectively to raise achievement for eligible pupils. This has resulted in the gaps in attainment closing rapidly from over two years between them and their peers in school to now being a year or less.
- The pupil-premium funding has also been used to make sure all pupils can and do participate fully in the life of the school. All pupils can attend school visits, participate in after-school clubs and all other activities, which show the school's full commitment to equal opportunities.
- The headteacher's enthusiasm for physical education is clearly seen in the positive way the primary school sports funding is being effectively used to train and support staff in their knowledge and delivery of physical education. This has resulted in staff being confident in their skills and pupils stating they fully enjoy the subject and the wider range of sports available to them.
- The pupils' spiritual, moral, social and cultural skills are a real strength of the school as pupils have an excellent understanding of a wide range of cultures and faiths and can compare these to that of their own lives well.
- **The governance of the school:**
  - The governing body is well trained and brings a wide range of skills to the school. This has resulted in them having an accurate picture of the school. Governors provide effective challenge and support and monitor all spending, especially in relation to the effects this has on pupil progress. They set challenging targets for the senior leadership team and school as a whole helped to raise standards and bring about rapid improvements. They monitor the effectiveness of teachers' performances to make sure that Teachers' Standards are being met and relate these to salary progress and further training needs the teachers may require. The governing body carries out its statutory duties effectively and all safeguarding aspects meet current requirements.

## 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

<b>Unique reference number</b>	125554
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	431693

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Robbins
<b>Headteacher</b>	Julie Miles
<b>Date of previous school inspection</b>	18 October 2012
<b>Telephone number</b>	01926 423404
<b>Fax number</b>	01926 430854
<b>Email address</b>	admin2312@welearn365.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

