

Clavering Primary School

Clavering Road, Hartlepool, County Durham, TS27 3PN

Inspection dates 26–27 February 2014

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | 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.

- Pupils' achievement is good. From broadly average starting points, pupils in Year 6 reach standards that are above those expected for their age in reading, writing and mathematics.
- Teaching is typically good and there is some that is outstanding.
- Pupils' spiritual, moral, social and cultural development is a strength of the school and is promoted very well through an impressive range of activities.
- Behaviour is good. Pupils behave well in lessons and around the school. They work hard and show enthusiasm for learning.
- This is a very safe school. Pupils say that they feel safe and know how to keep themselves safe.
- The headteacher's leadership is very effective and she is supported very well by leaders at all levels within the school. They have worked hard to raise achievement and improve the quality of teaching in recent years.
- Members of the governing body are effective and make a strong contribution to school improvement. They use their skills and expertise well to help the school to improve.

It is not yet an outstanding school because

- The excellent teaching within the school is not yet shared well enough across the school to help all teachers improve their practice to be as good as the very best.
- The teaching of writing is not as strong as it is in reading and mathematics because pupils, particularly boys, are not given subjects which interest them to write about. They are not always sure what good writing looks like because teachers do not always show them examples.
- Pupils' progress in writing is not as rapid as it is in reading and mathematics because teachers do not insist on the same high standards for writing in all subjects.

Information about this inspection

- Inspectors observed 22 lessons, one of which was observed jointly with the headteacher. They listened to pupils read in Years 2 and 6.
- Inspectors took account of 36 responses to the on-line survey (Parent View) and 29 questionnaires completed by the staff. Some parents were spoken to informally around the school.
- Inspectors held meetings with members of the School Council and pupils from Year 5 and Year 6 and talked informally with pupils at break times and lunchtimes. Inspectors also talked to members of the governing body and a representative of the local authority. They also held discussions with senior leaders, the special educational needs coordinator, the leader of the Early Years Foundation Stage and other leaders within the school.
- Inspectors observed the school at work and looked at a range of documentation including internal and external information relating to pupils' progress, their workbooks, school improvement planning and the school's procedures for gaining an accurate view of its own performance. They also considered reports written by the local authority, documents relating to the management of teachers' performance, minutes of governing body meetings and safeguarding and child protection documents.

Inspection team

Peter Eves, Lead inspector

Additional Inspector

Angela James

Additional Inspector

Dominic Brown

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium is lower than average. (The pupil premium is additional funding for those pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- The school meets the government's floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding in order to raise achievement further by:
 - ensuring that the best practice evident in the school is shared among all staff and that staff have opportunities to learn from the best practice found in other schools
 - providing pupils, especially boys, with subjects to write about which interest them
 - making sure that all teachers show pupils what good writing looks like
 - ensuring that the quality of marking and teachers' expectations of the quality of writing are always of the same high standard in all subjects.

Inspection judgements

The achievement of pupils is good

- Children start Nursery with skills and abilities that are typical for children of their age. They make good progress in their knowledge, understanding and skills so that, by the end of Key Stage 2 they reach standards in reading, writing and mathematics that are above average.
- Children in the Early Years Foundation Stage settle in very quickly and get off to an excellent start as a result of the very caring environment, the high quality teaching and the detailed knowledge that all adults have of individual children's needs. As a result they leave the Reception Year very well prepared for learning in Year 1.
- Programmes to help develop pupils' reading skills help younger ones make a good start to learning to read. Pupils in Year 2 read accurately and can decode new and difficult words with increasing confidence. This good start is built on as they move through the school so that by the end of Year 6 pupils read very well.
- Pupils write with imagination, particularly when the subject captures their interest. They can adapt their writing styles to suit a range of audiences and purposes. Although progress in writing is good, it is not as good as it is in reading and mathematics. The structure of the writing and the accuracy of the spelling, punctuation and grammar of some pupils, particularly some boys, are not as high as those of other pupils.
- Pupils' mathematical skills and understanding are very good. They develop a sound foundation of basic skills early in their school life and these are systematically built on through their time in school.
- A good number of Year 6 pupils are working at a high level in English and mathematics and some at the very highest Level 6.
- The school's own data show that pupils throughout the school are making very good progress and the pupils in Years 2 and 6 are on track to reach above average standards in English and mathematics at the end of the year.
- Pupils who are eligible for free school meals and supported by the pupil premium achieve as well as others in the school. School data show that there are no gaps in progress in English and mathematics between eligible pupils and their peers because of the good quality of the extra help provided for them, such as learning in smaller groups. Any gaps in attainment are because these pupils have lower starting points.
- The progress of disabled pupils and those with special educational needs is closely checked and reviewed regularly. Carefully planned support, which closely matches individual pupils' needs, makes sure that these pupils make progress that is similar to that of others.
- The most able pupils make very good progress to reach standards that are well above average in English and mathematics because they are given work that really challenges them and makes them think hard.
- Equality of opportunity is central to the work of the school and the school is very successful in removing any barriers to learning so that there are no differences in the achievement of different groups of pupils in the school.

The quality of teaching is good

- Teaching is good and some is outstanding. The improved quality of teaching across the school has had a positive effect on pupils' learning and achievement, enabling them to make good progress.
- Children in the Early Years Foundation Stage are provided with a wide range of interesting indoor and outdoor activities which cover all the areas of learning. Good attention is paid to developing children's speaking and listening skills which prepares them very well for future learning.

- Teachers plan interesting lessons which enthuse pupils. In a Year 2 class pupils confidently used their developing mathematical skills to budget for a trip to a zoo.
- There are very good relationships between staff and pupils. Pupils cooperate very well together in pairs and small groups when given opportunities to work together.
- Teachers use their knowledge of how well pupils have learned in reading, writing and mathematics to plan activities that are at just the right level to get the best out of the pupils. However, while pupils are keen to write, and often do so at length, some pupils, especially some boys, do not plan their writing and, as a result, the finished product lacks the appropriate structure and some parts are missed out. They also do not always know what to aim for in terms of good writing because their teachers do not always show them what good writing looks like.
- Teachers have high expectations of their pupils and want them to do their best. Pupils, including the most able pupils, respond to these expectations and typically try their hardest to rise to the challenges set for them. In a Year 6 class, for example, pupils enthusiastically solved a series of increasingly difficult problems involving the use of coordinates.
- Teachers mark pupils' workbooks regularly. They make suggestions about how to improve the work and in many classes pupils respond to these suggestions. However, the standards of marking are not as high in other subjects as they are in literacy and mathematics and so the quality of writing in these subjects is not as good.
- Teaching assistants are deployed very effectively and carefully guide pupils' learning. They know the pupils well and have a very clear picture of the needs of individual pupils, especially disabled pupils and those with special educational needs.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Behaviour is good both in and out of class. The records kept by the school confirm that behaviour is typically of a high order.
- The school has an effective system for encouraging pupils to behave well. All teachers follow this system consistently, and pupils say that they know how to behave well both in and out of lessons and that they expect others to behave equally well.
- In the playground, pupils play well with each other and appreciate the very wide range of play equipment provided for them. The Play Leaders make sure that the equipment is used well and the Buddies make sure that everyone has someone to play with if they want.
- The school's work to keep pupils safe and secure is very good. Pupils say that they feel safe and parents agree that their children feel safe in school. Pupils have a good understanding of how to keep themselves safe, including when using the Internet.
- Pupils say that there is very little bullying. They have a good understanding of the different forms of bullying and are certain that if any bullying occurred it would be swiftly challenged by the staff.
- Attendance is above average and the school is prompt in checking on the reasons for any absences. Pupils are encouraged to attend regularly and on time.
- Pupils really enjoy the very wide range of activities and clubs available to them, especially the different sports activities and are rightly proud of their sporting successes. When asked what they would like to change, most found it difficult to think of any significant improvements.
- Through the curriculum, pupils develop a good understanding of different faiths and cultures and show respect and consideration for others. Pupils typically describe the school as 'A big family'. There are many opportunities for pupils to think about and express their feelings and to reflect on their learning and behaviour. This does much to promote their spiritual, moral, social and cultural development which is a real strength of the school.

The leadership and management are good

- The school is led well by a determined and effective headteacher ably supported by an equally effective senior leadership team, by leaders at other levels within the school and by an effective governing body.
- There have been improvements in both the achievement of pupils and the quality of teaching in recent years as a result of concerted action of all the staff. However, leaders have yet to ensure that the progress pupils make in writing is as rapid as it is in reading and mathematics.
- The school has an accurate picture of its strengths and areas for development and produces comprehensive plans to tackle these. All staff and governors play an important part in creating these plans and checking on the progress being made.
- The headteacher carries out regular checks on the standards of teaching and learning which provides an accurate view of its quality. Where improvements are needed, teachers are able to improve their skills through effective professional development. However, outstanding practice is not fully shared across the school. The links between performance management systems and professional development opportunities are effective and arrangements for pay and promotion of staff are closely linked to staff's performance and pupils' progress.
- This is a very caring and inclusive school where all pupils are valued and are able to access all the school has to offer. Staff work hard to make sure that all groups of pupils do as well as they can, for example in removing the gap in achievement between those pupils eligible for pupil premium funding and their peers.
- Parents have a very positive view of the school and the overwhelming majority of those who responded to the on-line questionnaire (Parent View) would recommend the school to other parents.
- The curriculum is broad and balanced and caters very well for the individual needs of pupils, particularly in relation to developing their literacy and numeracy skills. There are excellent opportunities for pupils to engage in a range of additional activities and clubs and pupils appreciate the opportunities to go on school visits and the residential visits. The recent funding to promote pupils' physical development and extend sporting activities is being used very well. Support is provided to enhance teachers' skills in teaching a range of different sports and in providing additional sporting opportunities such as table tennis for pupils.
- Safeguarding and child protection procedures are effective and meet all current statutory requirements.
- The local authority has provided a light touch support.
- **The governance of the school:**
 - The governing body is effective and governors are determined to help the school to improve further. They are well informed about all aspects of school life and have a good knowledge of the school, particularly about the achievement of pupils and the quality of teaching. They monitor the school's performance and ask challenging questions to promote further development. Governors bring a range of skills which they use to good effect in carrying out their roles. Where there are gaps in their knowledge and skills they make sure that they receive appropriate training. They are ambitious for the further development of the school and the achievement and welfare of its pupils. Governors are familiar with Teachers' Standards and use them to help manage teachers' performance and award pay increases for good teaching. They oversee the spending of pupil premium funding and are aware of the positive impact this is having on pupils' achievement. They are also involved in planning the spending of the Primary School Sport funding and how its impact on the physical well-being of pupils will be measured.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 111614 |
| Local authority | Hartlepool |
| Inspection number | 431338 |

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

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| Type of school | All-through |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 392 |
| Appropriate authority | The governing body |
| Chair | Mrs L McDowell |
| Headteacher | Miss H O'Brien |
| Date of previous school inspection | 17 June 2009 |
| Telephone number | 01429 422088 |
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