

Clements Community Primary School

Greenfields Way, Haverhill, CB9 8NJ

Inspection dates 26–27 February 2014

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.

- Achievement is good. From low starting points, pupils make good progress in reading and writing.
- Pupils whose circumstances make them vulnerable and those who are disabled or have special educational needs are very well supported and consequently make good progress.
- The headteacher leads the school very effectively. She is passionate in her determination to make the school a vibrant and exciting place of learning.
- Regular checks by the school's very able leaders have ensured teaching is improving, especially in mathematics.
- Children develop self-esteem and enthusiasm for learning in the Early Years Foundation Stage. They make good progress in developing social and emotional skills and enjoy school routines.
- Behaviour and safety are good. Pupils enjoy learning, work hard in lessons and want to achieve well.
- Pupils enjoy a wide range of opportunities which develop their confidence and widen their experience. As a result they are well-prepared for the next stage in their education.

It is not yet an outstanding school because

- Systems for marking and assessment are not used well enough by all teachers to move pupils' learning on quickly enough.
- Governors do not challenge leaders sufficiently about the differences in achievement between subjects.

Information about this inspection

- Inspectors visited 23 lessons and observed pupils learning in the school grounds and in a sports session before school. Four observations were undertaken jointly with the headteacher.
- Inspectors heard pupils read, met with two groups of pupils and spoke to pupils informally in the playground and the dining hall.
- Meetings were held with senior leaders, five members of the governing body. Telephone conversations were held with the local authority adviser and the school's educational psychologist.
- The school improvement plan, assessment, self-evaluation and monitoring information and teachers' performance management procedures were evaluated.
- Policies and procedures for the safeguarding of pupils were scrutinised.
- Inspectors took account of 17 questionnaires completed by school staff.
- There were insufficient responses on the online questionnaire for parents (Parent View) for inspectors to take these into account however, they looked at the school's own parent questionnaires and held informal discussions with parents as they brought their children to school.

Inspection team

Prue Rayner, Lead inspector

Her Majesty's Inspector

Elizabeth Macfarlane

Additional Inspector

Ken Parry

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school with a nursery class.
- Since the last inspection, the school has expanded from first school status to be an all through primary school. An additional Year 1 class has been added and the school has moved to a completely new site and building within the Clements Estate.
- Most of the pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is above average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above average. The proportion of those supported by school action plus and with a statement is average but rising.
- In 2013, the school met the government's floor standards, which set minimum expectations for pupils' attainment and progress.
- Since September 2012, the school has been a lead pilot school for implementing a new system of teaching mathematics. This has been introduced initially in Years 1 and 2.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching so that more pupils make better than expected progress by:
 - extending the use of the assessment and marking systems implemented in writing to other subjects including mathematics
 - ensuring governors question leaders about disparities in achievement in different subjects more effectively.

Inspection judgements

The achievement of pupils is good

- The majority of children start school with skills and abilities that are below those typical for their age. Very few have advanced communication skills and for a minority, these skills are very limited.
- In the Early Years Foundation Stage, children make expected progress in reading, writing and mathematics, which means they start Key Stage 1 with skills that are still below those typically found. However, their knowledge of phonics (the sounds that letters make) has developed well. They make good progress in social and emotional development and because of the range of opportunities they are offered, they become more confident and curious learners.
- In Key Stage 1, pupils' skills are built on well and they make good progress to reach standards that are broadly average. Few pupils reach above average levels of attainment. This year, the school's assessment information and pupils' work shows that more are on track to achieve the higher levels in reading, writing and mathematics.
- In the two years since the school has expanded to include Year 6, attainment has been below the national average, particularly in mathematics.
- In 2013, the proportion of pupils making expected and better than expected progress in reading and writing compared favourably with the national average. It was lower than average in mathematics. Actions taken by the school to address the significant needs of a minority of pupils meant they made outstanding progress in reading and writing. It was below that expected in mathematics.
- Because teaching is continually reviewed and improved, and behaviour is good, pupils are making more progress. Current assessment information and evidence in pupils' work shows that standards are rising rapidly. Proportions making expected and better progress have increased in all subjects, particularly in mathematics. In this subject, a few pupils are working within the higher Level 6 this year.
- The school provides good support for pupils eligible for the pupil premium. Their progress and attainment in reading, writing and mathematics is similar to, and sometimes better than, that of other pupils in the school.
- The number of pupils with statements of special educational needs has increased this year. The school works closely with external agencies and funds extra teaching for disabled pupils and those who have special educational needs. As a result they make good progress, sometimes overcoming profound learning or behaviour difficulties to achieve well.
- Pupils talk enthusiastically about the range of books they read and their favourite authors, they link sounds and letters together to spell words well. They develop a pride in their written work which is usually presented neatly.

The quality of teaching is good

- Teachers are continually improving their teaching as a result of the training and feedback they receive from colleagues and leaders. Lessons are planned to provide pupils with new and

interesting experiences that develop their confidence and build good attitudes to learning.

- Teachers' expectations for how hard pupils concentrate and how well they present their work are high and pupils have strong relationships with their teachers. Pupils develop their understanding well through discussing their work together and enthusiastically contributing answers to challenging questions.
- Pupils are organised into different teaching groups, based largely on ability, to ensure that pupils' behaviour is managed well and that they are taught at the right level. Pupils respond well in almost all of these different lessons and, because their learning needs are met very specifically, they make good progress and develop confidence.
- New ways of teaching mathematics are being developed in Year 1 and 2. In these lessons, good use is made of technology to model new ideas and pupils learn a range of new mathematical vocabulary quickly and use this in their work together. As a result they understand what they are learning in detail and can explain what they know clearly.
- Teachers use assessment carefully to plan lessons that match pupils' stage of learning accurately, however follow up marking does not happen in all classes, a few pupils do not know how well they are doing. New systems for assessing pupils' work in writing are used extremely successfully by teachers and pupils to identify what pupils need to do to improve their writing and to agree what this looks like. As a result, in most writing lessons activities are adjusted quickly and pupils make rapid progress.
- In the Early Years Foundation Stage, children are encouraged to learn through exploring activities and using new skills they are taught on their own and with others in their play. Most learning is skilfully developed by adults as the children play because they have identified what the next steps need to be. More focused direct teaching of key skills is well planned for the class and for groups. It is less common for individual children where progress could be accelerated.

The behaviour and safety of pupils are good

- The behaviour of pupils is good, in and around school it is calm and well managed. Pupils move between lessons, groups and activities without fuss because they understand what is expected, enjoy the opportunities they are offered and have great pride in their learning and their school.
- Relationships between pupils and their teachers are strong. Because of this, and because of the high expectations that are underpinned by explicit rules, pupils respond to teaching with enthusiasm and commitment to succeed. Pupils say they trust their teachers and feel they are treated fairly.
- In almost all classes, pupils are taught to understand the attitudes they need to be successful learners. As a result, they overcome difficulties more easily, persevere to succeed and confront issues that prevent them from making progress. For example, a pupil in a Year 6 mathematics lesson discussed with her group how she is using this understanding to make more confident decisions in her calculation work.
- The beautiful new site has a range of environments which enable pupils to learn and play well together indoors and outside. Good levels of supervision at break times ensure a safe environment and the wide range of opportunities and equipment available are enjoyed and readily shared by pupils of all ages. Extra sports coaching before and after school, and at lunchtime, develops fitness and provides skills development for a large number of pupils.

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and they know that staff listen to them and help if necessary. They show good understanding of road safety, fire risks, health risks and e-safety.
- Pupils have a good understanding of the different types of bullying and are very clear that it is not tolerated by the headteacher. Procedures for logging inappropriate behaviour are detailed at individual pupil level. Pupils show high levels of responsibility for each other and say any incidents of bullying or poor behaviour that do occur are rapidly dealt with.
- Attendance is reviewed on a weekly basis and rigorous procedures, including court action, are in place to address poor attendance. Good attendance is rewarded for individual pupils and classes. As a result of actions taken, attendance this year has improved to almost match the national average. The school nurtures pupils with medical needs, who require longer periods of absence, to catch up in their learning.

The leadership and management is good

- Since the last inspection, the headteacher, with excellent support from the deputy headteacher, has provided determined and visionary leadership during a time of significant expansion and change. Despite managing the challenge of incorporating new age groups, more pupils and a new build, leaders have continued to focus on improving the quality of teaching so that a continually increasing number of pupils are making better than expected progress and are reaching and exceeding expected levels of attainment.
- Planning for improvement is based on tightly scheduled monitoring and evaluation. Actions and responsibilities are detailed and all staff know what is expected of them. Primary sports funding is providing for a range of sporting activities and investment in equipment to enable increased number of pupils to learn new skills. In addition, teachers are being supported to develop greater expertise so that all sports teaching is good and better.
- Leadership of English and mathematics is a strength of the school. Leaders use their subject knowledge well to monitor what is happening and to take action to improve pupils' progress. Actions are well focused and include ensuring parents are informed and involved in being able to support their children. Innovative improvements are rapidly making a difference. These include the new strategies for teaching mathematics and the new systems for assessing progress in writing.
- Procedures for tracking the progress made by pupils are effective. Regular, detailed analysis of pupils' progress means that approaches to meeting their needs are continually reshaped. Increasingly skilled staff are deployed to lead these changing groups. External professionals recognise that these groups are supporting disabled pupils and those with special educational needs to develop increased self-esteem and confidence. As a result, they are making better progress.
- Careful thought is given to nurturing and including pupils whose circumstances make them vulnerable. In 2013, some of the oldest pupils received an intensive, personalised programme of support which enabled them to complete their time in school. As a result, they made expected progress in reading and writing.
- Teachers are effectively supported to improve through a structured training programme, precise developmental feedback from lesson observations and opportunities for collaborative working. Future capacity is enhanced as their leadership potential is developed.

- The school supports the development of other local schools and benefits from opportunities to improve practice through working together collaboratively. The local authority recognises the strengths in leadership and teaching so has not found it necessary to provide targeted support.
- The curriculum for reading, writing and mathematics is strong and pupils use their skills well to learn in other subjects. Pupils' experience is enhanced by a range of visits out and visitors to school, they learn new things, develop increased aspirations and understand how to work together co-operatively. Pupils identify what they want to find out as part of topic planning which increases their involvement. The school is continually developing new, exciting approaches to learning to enrich the lives of its pupils.
- **The governance of the school:**
 - Members of the governing body use their skills and expertise effectively to support the school to improve and to evaluate its work. They visit the school, know how well the pupil premium funding is used and check its impact on progress. Governors are involved in developing the school improvement plan and in evaluating its success; they know the school community well and recognise the increased aspirations the school engenders in many pupils. Governors work in strong partnership with the headteacher to ensure that teachers are paid at the appropriate rate for their performance. They understand how well pupils are enabled to achieve and have procedures in place to receive regular updates on progress. They have missed some opportunities to ensure differences between achievements in different subjects are fully understood.
 - Governors ensure that the school meets statutory requirements for safeguarding and finance.

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	124556
Local authority	Suffolk
Inspection number	432330

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

Type of school	Primary and Nursery
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	259
Appropriate authority	The governing body
Chair	Derek Maguire
Headteacher	Lesley Farrow
Date of previous school inspection	January 20 2011
Telephone number	01440 702946
Fax number	01440 710870
Email address	admin@clementsschool.co.uk

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2014

