

Clough and Risegate Community Primary School

Chopdike Drove, Gosberton Clough, Spalding, PE11 4JP

Inspection dates 21 March 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 because pupils make good progress in reading, writing and mathematics throughout the school.
- Teaching is good. Lessons are lively and interesting and teachers make sure that pupils achieve well.
- Behaviour is good. Pupils are courteous and polite to adults and to each other. Older pupils show consideration for younger ones and pupils of all ages get on well.
- Pupils feel safe in school and understand how to keep themselves safe in different situations.
- The school is well led by the headteacher. He has introduced changes which have improved the quality of teaching, raised achievement and helped other staff develop leadership skills.
- Governors are very supportive of the school. They know its strengths and how it can improve even more. Governors check how well the school is doing by asking the headteacher pertinent questions and visiting regularly to see for themselves.
- Pupils' spiritual, moral, social and cultural education is a strength of the school and underpins its caring atmosphere. Pupils say that as they know everyone in the school, they help each other when they need it.

It is not yet an outstanding school because

- While the most-able pupils are given opportunities to work on specific projects out of lessons, occasionally they are not set difficult enough work in lessons to help them make even better progress than they do.
- Not all teachers give clear guidance to pupils as to how they can improve their work.
- Some leaders have not yet had the opportunity to develop the skills of analysing school data to help them drive improvements in their areas of responsibilities.

Information about this inspection

- The inspectors observed eight lessons or parts of lessons, four of which were seen together with the headteacher.
- Meetings were held with the headteacher, other staff, two groups of pupils, the Chair and Vice Chair of the Governing Body and one other governor, and a representative of the local authority.
- Informal discussions were held with parents.
- The inspectors took account of the 10 responses to the online questionnaire, Parent View, the school's own parental and pupil questionnaires and nine completed staff questionnaires.
- The inspectors observed the school's work and reviewed a range of documentation including the school's checks on its performance, its analysis and tracking of pupils' progress, records of behaviour and safety, school improvement plans, records relating to classroom observations and the management of staff performance, safeguarding arrangements and records of meetings of the governing body.
- The inspectors also looked at pupils' work, listened to pupils read and checked information on attendance.

Inspection team

Susan Hughes, Lead inspector

Additional Inspector

Carolyn Wood

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils supported by the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals, have a parent in the armed forces or are in local authority care, is below average.
- Most pupils are White British. The proportions of pupils from minority ethnic groups and those who speak English as an additional language are well below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported at school action plus or through a statement of special educational needs is below average.
- All classes in the school contain pupils from across two or three year groups.
- The headteacher joined the school in September 2012 and most other leaders took on their leadership responsibilities within the past 12 months. The Chair of the Governing Body was elected in September 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding by ensuring that:
 - the most-able pupils are given work which is consistently difficult enough for them and helps them to achieve more in all lessons
 - guidance as to how pupils can improve their work is consistently good across the school and pupils act on the advice.
- Strengthen leadership and management by ensuring new subject leaders develop skills to analyse data and use the information to drive improvement in their areas of responsibility.

Inspection judgements

The achievement of pupils is good

- Children start in the Reception class with skills broadly expected for their age. Skills in reading, writing and number, however, are less well developed than skills in other areas. Children make good progress which means they are well prepared for Key Stage 1 with literacy and numeracy skills much closer to those expected.
- Pupils make good progress in Key Stage 1. The results of the most recent Year 1 national screening check on how well pupils know phonics (the sounds that letters represent in words) were above average. Pupils use these skills to read unfamiliar words and in their writing. For example, a Year 1 boy used his phonic knowledge to spell 'computer'. While standards in reading writing and mathematics at the end of Key Stage 1 are still broadly average, there has been a steady rise over recent years, showing good progress from previously lower starting points.
- Similarly, standards in reading, writing and mathematics are broadly average by the end of Key Stage 2 but show good progress from their lower starting points. In 2013, attainment in English grammar, punctuation and spelling was weaker than in other subjects, but new ways of teaching this have improved standards this year. As progress is improving through the school, standards are steadily rising.
- At the end of Key Stage 2 in 2013, there were too few pupils supported by the pupil premium to compare their attainment levels with their classmates without identifying individual pupils. However school records show they made particularly good progress. School data show that eligible pupils currently in the school are typically one or two terms behind other pupils, but the good progress they are making is closing that gap.
- Disabled pupils and those who have special educational needs also make particularly good progress. They are well supported by skilled adults within the classroom, in small groups or individually as needed.
- While most more-able pupils generally make good progress because teachers have high expectations of what they can do, occasionally the most-able do not make even better progress because they are not always set more difficult work to help them achieve their best.

The quality of teaching is good

- Teaching is good because teachers ensure that pupils of all ages and abilities in their class learn well. Other adults in the classroom are well-briefed so that different pupils, such as disabled pupils, those who have special educational needs and those supported by the pupil premium, are supported effectively. These pupils make good progress because additional adults model what they do on the way teachers promote learning. Advice is therefore consistent with that of the class teacher so that pupils have continuity in their learning activities.
- Teachers and other adults are particularly skilled at asking questions which help pupils develop their learning. For example, they will often follow up one question with a more complex one, or ask pupils to explain their answers. Questions are always well suited to pupils' age and ability within the class as teachers know what level each pupil is working at. For example, in a class with pupils from Years 4, 5 and 6, more mature pupils were expected to use correct terminology such as 'deforestation' in their answers.

- Children in the Reception year get a good start to school life. They develop skills through a good balance of adult-led activities and opportunities to play and explore together. During the inspection, children organised chairs outside to make an aeroplane so that they could enjoy their 'in-flight meal'. They were all fully immersed in the role-play activity which built on the previous day's learning and was initiated entirely by themselves.
- Teachers are developing strong skills in teaching physical education through playing an active part in lessons led by specialist coaches. For example, in a coach-led dance lesson based on robotic movements, the class teacher joined in, supporting those pupils who were less confident while learning new techniques she could use in her own lessons.
- Some teachers give good guidance about how pupils can improve their work. They then make sure that pupils have time to follow their advice. However, this good practice is not consistent across the school and some teachers' guidance is clearer and more helpful than others.
- The school provides opportunities for the most-able pupils to work with those from other local schools to develop their learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils behave well in and around school. They move around the school in an orderly manner, politely hold doors open, stand back for people to pass and are courteous and considerate to each other.
- Pupils have a good understanding of what bullying is, and explained that it can be verbal, physical, using technology, racist, direct or indirect. They are adamant that there is hardly any bullying in the school and say that any occasional incidents of unkind behaviour are quickly and effectively dealt with by adults.
- Pupils show respect for each other and the older pupils look after younger ones well. One boy said that as they are all friends, if anyone was upset or worried someone would 'quietly mention it' to the teacher, knowing it would be dealt with sensitively.
- The school's work to keep pupils safe and secure is good. Leaders ensure that access to the building is secure and staff are rigorously checked prior to appointment. Pupils know how to stay safe in different situations and demonstrate safe behaviour in school. For example, on the outdoor play equipment older pupils show a mature sensitivity for the younger or more timid ones also playing there.
- Pupils know about staying safe when using the computer and on the roads. They are proud of their junior road safety officers and junior police cadet safety officers who lead assemblies and run competitions in school.
- Pupils are very enthusiastic about their lessons. One said, 'Science is awesome!' while another, "Teachers help us make links between subjects". Even when occasionally some pupils lose concentration in lessons, disruptions are rare.

The leadership and management are good

- The school is well led by the headteacher. During the inspection pupils, parents and staff all commented on how he had improved the school. Changes made have resulted in rising

standards, improved quality of teaching, the development of leadership roles for other staff and encouraging enthusiasm for learning.

- Some teachers have recently taken on responsibility for leading different subjects and have a good understanding of strengths and areas which could be improved. While all teachers track the progress of pupils in their class, the headteacher analyses data across the school and using this to guide subject leaders. Other leaders have not yet developed their analysis skills which would enable them to be more active in driving improvements in the school.
- The appraisal system for checking teachers' performance, introduced last year, contributes to the good teaching across the school. Individual targets are used by the headteacher and the governing body to measure whether pay rises and promotion are justified by results. Teachers and other adults have good training opportunities to develop and refine their skills.
- The range of subjects and activities gives pupils interesting learning opportunities. Pupils respond with enthusiasm and feel that systems such as the 'Bricks for Brilliance' encourage them to do their best in all lessons. Literacy, numeracy and communication skills are developed well through different subjects and pupils say that this helps them to learn well.
- Pupils' spiritual, moral and social education is particularly strong. Pupils view their school as a small community in which everyone plays their part. This means that they readily take on responsibilities, but also listen to the views of others and work together as a team. The school promotes equality of opportunity to make sure that all pupils achieve equally well.
- The school has used its primary sports funding to employ specialist coaches to teach lessons and run clubs. This not only gives pupils the opportunity to excel, but also helps teachers develop their own skills as teachers of this subject. Currently almost all pupils are working at, or above, expected levels in games and gymnastics, and some are excelling in these subjects.
- The local authority has provided good support for the school. This includes checking that the school's assessments are accurate, training for staff and help in developing the skills of subject leaders.
- **The governance of the school:**
 - Governors know how the school has improved and how it can become even better. They regularly check how well the school is doing by asking relevant questions of the headteacher and subject leaders and by making regular visits to see for themselves. They find out what pupils and parents think about the school through questionnaires and surveys and use this information in their planning for further improvements. Governors appreciate that teaching has improved and understand how the new appraisal system has contributed to this. They make sure that teachers' pay rises are linked to the progress their pupils make.
 - Finances are managed well. Governors know that the pupil premium is helping eligible pupils to achieve well and they understand how the new primary school sports funding is used to extend physical education opportunities. Governors have made sure that national requirements for safeguarding and child protection are met.

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	120412
Local authority	Lincolnshire
Inspection number	431209

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	73
Appropriate authority	The governing body
Chair	Brendan Rooney
Headteacher	Shaun Thompson
Date of previous school inspection	7 May 2009
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