

# East Claydon School

St Mary's Road, East Claydon, Buckingham, MK18 2LS

## Inspection dates

1–2 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Children get off to a good start in the Reception Year and do especially well in speaking, listening and mathematics.
- Pupils achieve well across the school, especially in reading and mathematics, and attainment overall is above average by the end of Year 2.
- Teachers and teaching assistants have good relationships with their pupils and plan interesting topics that make pupils keen to learn.
- Pupils behave well and feel extremely safe. They are polite and friendly, and help each other with their work.
- The leadership and management of teaching, including by governors, is making sure that teaching and pupils' achievement remain good.
- The school is continuing to improve and there are clear plans for the future. Leaders have high expectations and know what to do to make the school outstanding.

### It is not yet an outstanding school because

- Pupils are not always expected to produce their best writing because mistakes in punctuation and in the use of capital letters are not checked and corrected quickly. Pupils do not always respond straight away to advice given through teachers' marking.
- Some members of staff with responsibilities for improving teaching and pupils' progress have not been trained sufficiently to support this work, and information on how well groups of pupils are doing is not clear enough for them to tackle dips in achievement as soon as they arise.

## Information about this inspection

- The inspector observed teaching in nine lessons, all with the interim headteacher.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and a representative from the local authority.
- The inspection took into account 11 responses to the online Parent View survey. Informal discussions were held with a random sample of parents and carers.
- The inspector considered the views expressed in survey responses from seven members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance, and safeguarding procedures.

## Inspection team

Alison Cartlidge, Lead inspector

Additional Inspector

## Full report

### Information about this school

- East Claydon is much smaller than the average-sized primary school.
- No pupils at the school receive the pupil premium, which is additional funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and those from service families.
- The proportion of disabled pupils and those who have special educational needs at school action is well below average and the proportion at school action plus or with a statement of special educational needs is also well below average.
- The school is being led and managed by an interim headteacher this term and a substantive headteacher has been appointed to start in September 2014.
- The governing body is also responsible for a pre-school on the school site, but this did not form part of this inspection.

### What does the school need to do to improve further?

- Ensure that teachers always expect pupils to produce their best writing, by:
  - making sure that mistakes in punctuation and in the use of capital letters are checked and corrected
  - ensuring that pupils follow advice given through teachers' marking about their next steps in learning.
- Increase the involvement of all members of staff with responsibilities for helping to improve teaching, learning and pupils' progress, by:
  - providing suitable training to help them check up on the impact of teaching
  - making sure that information on how well groups of pupils are doing is clearly understood so that slight dips in achievement can be tackled as soon as they occur.

## Inspection judgements

### The achievement of pupils

**is good.**

- Most children are working at the levels typical for their age when they start school in the Reception class. They make good progress, especially in speaking and listening, and mathematics. For example, children enjoyed discussing the properties of solid shapes when looking through a mystery shopping bag and when being 'shape reporters' outside. Occasionally, progress slows when children are working on activities they have chosen for themselves when there is no clear purpose and learning does not move on quickly enough.
- Attainment is consistently above average overall by the end of Year 2 and pupils make good progress in Years 1 and 2. Attainment is higher in mathematics and reading than in writing. During the inspection, Year 1 pupils were confident about counting owls to explore numbers from one to 10 and pupils in Year 2 were using a number line to help with their division.
- In 2013, pupils did not do as well as expected in the phonics (the sounds that letters make) screening check. This year, following a whole-school development, pupils are making good use of their knowledge of sounds and letters to help with their reading and spelling.
- Pupils do not always do their best in writing. While they use their imaginations well and include interesting descriptions in their work, they make mistakes in their punctuation. In addition, they often use capital letters incorrectly, sometimes using them in the middle of words.
- The small number of disabled pupils and those with special educational needs are making good progress over time, although in a few lessons support is not focused enough to enable them to build on their previous learning.
- The most-able pupils do well most of the time because they are given suitably challenging work. Like other pupils, their writing lags behind reading and mathematics, because they do not consistently produce work at the level of which they are capable.
- The pupils' good attitudes contribute well to their learning in most lessons.

### The quality of teaching

**is good.**

- Teachers foster good relationships with the pupils and, because classes are small, they have a detailed knowledge of their individual needs and interests. Pupils develop a depth of knowledge and think carefully about what they are learning because members of staff ask searching questions.
- Meaningful topics inspire and motivate the pupils and make learning interesting. For example, children in the Reception Year were very excited about their space topic, and enjoyed learning about the planets and making rockets for their role play 'space station'.
- Teaching is consistently good in reading and mathematics. In reading, pupils receive plenty of individual support and the teaching of sounds and letters is clearly focused on their next steps. In mathematics, teachers take care to provide work that is just right for pupils' differing abilities. Consequently, pupils make good progress and develop above-average language and number skills.
- Teaching assistants are well trained and provide valuable support for various groups of pupils within lessons. For example, in Years 1 and 2, pupils were supported well in making plans for the next chapter in their owl stories. Members of staff work together effectively to ensure that equal opportunities are promoted successfully and all pupils learn well.
- Teachers mark pupils' work frequently and often include comments to help pupils to improve. However, they do not consistently expect pupils to try hard enough when writing and make sure that pupils respond to the next steps for learning identified through marking. As a result, achievement in writing lags behind reading and mathematics.

### The behaviour and safety of pupils

**are good.**

- The behaviour of pupils is good and a scrutiny of school behavioural records shows that this is the case over time. Pupils enjoy school, and rates of attendance are well above average. Pupils and their parents and carers agree that behaviour at the school is good.
- Pupils are polite and friendly, and are good at helping each other. For example, in Years 1 and 2, pupils worked together well in small groups when discussing ideas for their plays. As one pupil said, 'We look after each other.'
- While pupils are keen to learn, work hard most of the time and make good progress, they do not always try hard enough when writing, and occasionally they become quietly inattentive when they are ready to move on to something new.
- The school's work to keep pupils safe and secure is outstanding. All parents and carers who responded to the inspection survey strongly agree that their children feel safe at school, and the pupils feel the same. Pupils know how to stay safe and talk knowledgeably about the importance of safety procedures such as what to do, and why, when the fire alarm sounds.
- Pupils understand about various types of bullying, and discrimination of any kind is tackled successfully by the school. Members of staff are very caring and have a detailed awareness of the health and safety needs of specific pupils. Pupils make positive comments about the care they receive at school, such as 'teachers are kind' and 'teachers explain things and sort things out'.

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

- The interim headteacher and other leaders have a clear understanding of what remains to be done to make the school outstanding. School self-evaluation is largely accurate and supports relevant development planning.
- Parents and carers are very supportive of the school, and are especially pleased with how happy pupils are at school and that they are kept safe. All parents and carers who responded to the inspection survey would recommend the school to others. They typically make positive comments such as 'Teachers know the children well and give them individual attention.'
- The school collects a great deal of information about how well pupils are doing, although this is not always sufficiently clear so that all members of staff know how to compare how well all groups of pupils are doing.
- The monitoring and evaluation of teaching and learning have led to improvement, and consequently most teaching is good. However, not all staff training has been closely matched to individual needs and, consequently, not all leaders are trained in checking the quality of teaching and learning where they have subject responsibilities.
- Leaders make sure that the curriculum includes all subjects, and interesting topics provide pupils with real-life experiences as well as covering basic skills in literacy and numeracy. The school is careful to ensure that pupils are given equal opportunities so that they can all do well.
- Spiritual, moral, social and cultural development is supported effectively so that pupils learn how to get on well with each other, and to support and care for others. For example, pupils help to support the local charity that works with medical detection dogs, and take responsibility for reminding pupils who have specific medical needs how to care for themselves.
- The new funding to enhance sport is being used to train staff and to improve resources. The school is yet to evaluate the impact of this funding on pupils' healthy lifestyles, physical well-being and performance levels reached by pupils. Evidence from playtimes suggests that pupils are keen to stay active and enjoy taking part in physical activities such as riding the bikes and skipping.
- Safeguarding arrangements meet requirements. Members of staff are trained in caring for the pupils and checks are made on the suitability of staff and volunteers for working in school.
- The local authority provides the right level of light-touch support for this good school. The school demonstrates that it has the capacity to improve because good achievement and teaching have been maintained and areas for improvement identified during the previous inspection have been tackled successfully.

- The interim headteacher is ensuring that there is a smooth transition during the changeover of senior leaders.

■ **The governance of the school:**

- Governance is good. Governors are knowledgeable and provide valuable critical support. They know how well achievement at the school compares with other schools nationally and how good teaching is. They understand how good teaching is being rewarded and the few weaker elements of teaching are being tackled and supported.

## 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>	110224
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	426657

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	25
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Charlotte Page
<b>Headteacher</b>	Judith Foster (interim headteacher)
<b>Date of previous school inspection</b>	5–6 November 2009
<b>Telephone number</b>	01296 712765
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