

# Claydon Primary School

Lancaster Way, Claydon, Ipswich, IP6 0DX

**Inspection dates** 3–4 July 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.

- In Key Stages 1 and 2, pupils make good progress in reading, writing and mathematics due to teaching which is now consistently good in these subjects.
- Pupils work hard in English and mathematics lessons. Their positive attitudes to their work have helped them, in particular, to improve their achievement in writing.
- As a result of effective marking, pupils are helped to improve their work and achieve higher standards.
- Children make good progress in the Nursery and Reception classes and are prepared well for their transition into Year 1.
- Senior leaders have been successful in improving the quality of teaching since the last inspection through careful and regular checking of the work of the school, always following up on those areas which need to improve. Achievement has gone up significantly as a result.
- Governors know the school well and constantly challenge staff to make further improvements.
- Teaching assistants provide good support for pupils who sometimes find learning difficult. As a result, these pupils make good progress in lessons.

### It is not yet an outstanding school because

- Teachers' high expectations in English and mathematics are not consistently applied in other subjects. As a result, pupils do not always produce work of a high standard in, for example, history and geography.
- Although there is clear evidence that the actions of subject leaders and the special educational needs leader have been effective in raising standards, these actions are not checked routinely to make sure they are having the desired impact.

## Information about this inspection

- Inspectors observed 22 lessons or parts of lessons. Members of the senior leadership team accompanied the inspectors to four of these lesson visits.
- A wide range of pupils' work in exercise books and on display was scrutinised.
- Inspectors talked to pupils about their views of the school and listened to pupils read.
- Meetings were held with seven members of the governing body, the two headteachers, the leaders of mathematics and English, the Early Years Foundation Stage leader, the special educational needs co-ordinator and a representative from the local authority.
- A number of documents were examined including the minutes of governors' meetings, behaviour logs, the school's self-evaluation, its improvement plan and information about pupils' achievement.
- Inspectors spoke to parents who were dropping their children off at the school and also took into account the 42 responses to the on-line questionnaire, Parent View.
- Staff provided their views of the school by completing questionnaires.

## Inspection team

Robin Taverner, Lead inspector

Additional Inspector

Jane Ladner

Additional Inspector

Anne Fisher

Additional Inspector

## Full report

### Information about this school

- Claydon Primary School is a larger-than-average primary school.
- Most pupils come from White British backgrounds.
- The proportion of pupils who are supported by the pupil premium, which is additional funding for pupils who are eligible for free school meals and those looked after by the local authority, is below the national average.
- The proportion of disabled pupils and those who have special education needs who are supported through school action is below the national average. The proportion with a statement of special educational needs, or who are supported through school action plus, is above the national average.
- The school meets the government floor targets, which sets out the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- There are 15 classes in the school, including a Nursery class.
- The school has two headteachers who share the responsibilities of the post.

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

- Improve the quality of work recorded in science and the humanities subjects by:
  - making sure pupils use their good writing and mathematical skills to help them achieve higher standards in these subjects
  - encouraging pupils to improve the presentation of their work in these subjects.
- Improve the leadership of subject leaders and the special educational needs leader by:
  - making sure that actions taken to improve achievement are checked regularly and routinely to see if they have been successful.

## Inspection judgements

### The achievement of pupils is good

- Most children enter the Nursery class with skills that are typical for their age and make good progress during their nursery year. As the Nursery only operates in the morning, about half of the pupils who enter the Reception classes have not attended the Nursery and a significant proportion of these enter the school with skills below those typical for their age. Children make good progress from their different starting points and, due to improvements in teaching, the proportion of children who are ready for the next stage in their education is higher than in 2013.
- The proportion of pupils in Year 1 who achieved the required standard in the national phonics check (sounds that letters represent in words) was in line with the national average in 2013. This year, a similar proportion have achieved the standard.
- Attainment at the end of Year 2 dropped in 2012 but improved significantly in 2013 to become well above the national average. In 2014 improvements in pupils' achievement have been maintained and attainment in reading, writing and mathematics is similar to last year.
- In 2013, Year 6 pupils' attainment in reading and mathematics was higher than in 2011 and 2012. Assessments made by teachers very recently indicate that attainment is higher still in 2014 and the proportion of pupils making expected progress in reading and mathematics has also improved.
- In 2013 attainment in writing was average and very similar to the previous two years. The proportion making expected progress was in line with the national average but too few pupils made better than expected progress. In 2014, due to the school's clear focus on improving standards in writing, the current Year 6 pupils have achieved attainment higher than the last three years and have made much better progress.
- Year 6 pupils eligible for pupil premium in 2013 were one and a half terms behind their classmates in reading, two and a half terms behind in mathematics and three terms behind in writing. However, these pupils made better progress than their classmates during Key Stage 2, and so had narrowed the gaps in attainment. This year, the small number of pupils who are eligible for pupil premium in Years 2 to 6 are making good progress and continue to catch up with their classmates. This is due to the good support they receive in lessons and also from additional teaching out of class.
- Disabled pupils and those who have special educational needs progress well due to the very good support they receive from teachers and teaching assistants.
- Good levels of challenge are provided in English and mathematics lessons for the most able pupils. As a result, a larger proportion of pupils are now achieving the higher levels of attainment, particularly in writing, than has been the case previously.
- Scrutiny of pupils' work in their exercise books shows that they consistently work hard, present their work well and make good progress in English and mathematics lessons. However, the quality of work seen in other subjects is less consistent, as pupils do not always use their good writing and mathematical skills effectively to record their learning.

### The quality of teaching is good

- Teaching of English and mathematics is consistently good so pupils achieve well in these subjects.
- When talking to pupils, it is clear that their previous teaching has been effective because they are good at remembering and explaining the knowledge and skills they have gained. This helps them to make good progress when teachers introduce new skills and knowledge which adds to their previous learning.
- Teachers challenge pupils to use and test out their own ideas. For example, in a Year 4 mathematics lesson, the teacher introduced the children to simple algebra by asking them to solve a problem in which shapes represented numbers. Through trial, error and persistence, pupils were able to solve the puzzle, making good progress in their understanding.
- Teachers encourage pupils to work well together and to learn from each other. For example, in a Year 2 English lesson, pupils were told to 'steal' each other's adjectives and similes to help them describe a scene from a story. When asked to discuss their work in pairs or larger groups, pupils share their thoughts and ideas well and this helps to deepen their understanding.
- The teaching of writing has been a particular focus for improvement this year. Teachers have successfully helped pupils to improve their writing skills by studying authors and texts to see how other writers achieve particular effects. For example, Year 6 pupils studied a passage from a story to see how to achieve fear and suspense. They then applied these techniques effectively to improve their own writing. In a Year 3 lesson, pupils looked at examples of letters which taught them techniques, which they used to write a letter to persuade the headteacher to allow them to have a party. The use of flattery and rhetorical questions were among the techniques the pupils put to good use.
- Teachers provide good challenge for all pupils, and particularly the more able, by providing tasks which are pitched at different levels of difficulty. Pupils are encouraged to choose the level which is correct for them and to move to the next challenge as soon as they are ready. This helps pupils to make good progress in lessons because work is neither too easy nor too hard.
- Teachers often check the progress pupils are making in lessons and are quick to detect and correct any misunderstandings.
- Marking has improved since the last inspection. Pupils are praised for what they have done well and given advice and instructions on how to make improvements. Pupils read and respond to these comments, which helps them to achieve higher attainment in their writing and mathematics work.
- Teaching is often lively and interesting in English and mathematics lessons and also in other subjects, so pupils are engaged and concentrate well. However, when pupils record their work in subjects other than English and mathematics, teachers' expectations are not as high and so the quality of work does not equal that seen in English and mathematics books.

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

- Pupils have good attitudes to learning. They are enthusiastic and work hard in lessons. They are particularly good at helping and supporting each other and are happy to share their ideas and knowledge. When working in pairs or larger groups they collaborate well, each taking their turn to contribute and listen to each other's thoughts and ideas.

The behaviour of pupils is good. This is true inside and outside the school. Pupils get along well together and play sensibly at break and lunch times. Pupils are polite and show good manners including at lunchtime.

- Pupils who sometimes show challenging behaviour are well managed in the school so that learning is not disrupted for other pupils, and they are able to make progress themselves. The school works hard to include pupils whose circumstances might make them vulnerable, including inviting them into school early for a special breakfast club. This helps them to settle, ready for a productive day in school.
- Attendance is average and current figures indicate an improvement since 2013.
- Exclusions (periods of time when pupils are not permitted to attend school) are rare. The number of exclusions has decreased this year.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe at school. They know how to keep safe and have a good understanding of the potential dangers when using the internet. Pupils say that bullying is very rare, but if a problem occurs, they know who to talk to and are confident they will receive help.
- Pupils show pride in their school and in the work that they do, especially in English and mathematics lessons. Occasionally, in subjects such as history and geography, they do not try as hard as they can to produce their best work.

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

- The headteachers have been successful in improving the quality of teaching in the school by regularly visiting classrooms to see how well pupils are progressing. When areas for improvement are identified, these are fed back to teachers and then followed up at a later date to see if the improvements have been made. As a result, achievement has gone up considerably since the last inspection.
- School self-evaluation is accurate. The school knows its strengths and has correctly identified the areas which need further improvement. School improvement planning is effective. The plan focusses on appropriate areas to improve and provides suitable time scales for achieving these improvements.
- The school has effective systems for performance management which hold teachers to account for the progress the pupils make in their classes. Training has focussed on improving teaching and learning in the school. Teachers are also encouraged to undertake further training outside of school, including taking part in the improving teacher programme, which is run by a local Teaching School.
- The school provides good support for newly qualified teachers during their first year in teaching, helping them to make a positive and successful start to their careers.
- The school is working very hard to review and improve the teaching of a wide range of subjects, taking into account the demands of the new national curriculum. Leaders have produced new and detailed plans for teaching all subjects which are due to be implemented in September.
- Spiritual, moral, social and cultural education is a strong feature of the school. The school has introduced a programme to encourage pupils to be 'the best that they can be,' which teaches

pupils to try their best and develop pride in themselves. Lessons often require children to think deeply about issues, for example, being asked to write a balanced argument. Pupils are successfully encouraged to work together and have good opportunities to learn about a range of cultures and religions from across the world.

- Teachers in charge of subjects, especially mathematics and English, have been successful in improving achievement and the quality of teaching in their subjects. The special educational needs leader has also been successful in providing good support for those who find learning difficult. These leaders now need to make sure that all the changes they have made or planned for are checked routinely to make sure they are improving pupils' achievement.
- The school meets all safeguarding requirements.
- Engagement with parents is good. Parents spoken to at the start of school were happy with the school. They told inspectors that the school is 'brilliant', that their children enjoy school and that they couldn't be happier. The vast majority of the 49 parents who responded to the on-line questionnaire, Parent View, were also positive about the school.
- Primary sports funding is being used effectively to provide more opportunities for pupils to take part in competitive sport, including swimming and gymnastics. Midday assistants have been trained in how to keep pupils more active at lunch time. The physical education (PE) subject leader is actively seeking ways to improve PE for pupils and has made visits to other schools to bring back ideas to improve provision. In a PE lesson observed, pupils were given challenging tasks by the teacher and made good progress.
- The local authority has provided good support to the school, helping to bring about improvements in the quality of teaching and supporting the school to remain focused upon improving achievement.
- **The governance of the school:**
  - Governors are well informed and knowledgeable about the school.
  - Minutes of governors' meetings show that they frequently question senior leaders about the progress and attainment of the pupils in the school and challenge the school to improve.
  - Governors visit the school frequently and carry out a range of monitoring activities so that they can see the school working at first hand. They use data well to check on pupils' progress.
  - They make sure the headteachers are set challenging performance management objectives which are agreed with the help of an external advisor. They have a clear overview of the performance management of other staff, ensuring that performance is linked to the pay structure.
  - Governors ensure that school finances are managed well. They check how successful pupil premium has been in raising standards for eligible pupils. They have not yet formally evaluated whether sports premium funding is having a good impact.
  - Governors meet their statutory responsibilities including having a fully trained safeguarding governor.

## 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>	124575
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	442070

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>	390
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Whitehead
<b>Headteacher</b>	Mary Ashcroft and Gary Pilkington
<b>Date of previous school inspection</b>	30 January 2013
<b>Telephone number</b>	01473 830439
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