

Claycots School

Monksfield Way, Slough, SL2 1QX

Inspection dates 3–4 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher has a clear and uncompromising vision for the school that is shared by other leaders and members of staff.
- Leaders and managers, including governors, are effective in improving teaching and pupils' achievement. The headteachers have a firm grip on what needs to be done next to make the school even better.
- The rapid expansion of pupil numbers and staffing is being managed well by leaders.
- Pupils behave well and feel safe because the school has a calm and purposeful learning atmosphere.
- Spiritual, moral, social and cultural development are promoted well. Consequently, pupils show respect and tolerance for each other's differing beliefs and are prepared well for life in modern Britain.
- Teaching is good because teachers and teaching assistants make lessons interesting and make sure that pupils understand what they are learning.
- Children learn quickly in the early years provision. Caring members of staff enable them to develop confidence and independence especially well.
- Pupils achieve well from their starting points so that they leave the school with broadly average attainment in reading, writing and mathematics.

It is not yet an outstanding school because

- Teachers do not always make sure that work is sufficiently difficult for all pupils, especially for the most able in subjects other than literacy and numeracy.
- Teachers are not consistently correcting pupils' errors in their use of grammar in their speech and writing.
- Pupils are not always encouraged to follow up advice given through teachers' marking straight away.
- Not all middle leaders have a clear understanding of how well all groups of pupils are doing, so that any differences in progress can be picked up and rectified as soon as they occur.

Information about this inspection

- The inspection team observed teaching and learning in 42 lessons, of which nine were observed jointly with the headteachers across both school sites.
- Meetings were held with leaders, teachers, pupils and members of the governing body. A discussion was held with a representative from the local authority.
- The inspection team took into account the 158 responses to the online survey, Parent View, and held informal discussions with a number of parents.
- The inspection team considered the views expressed in the survey responses from 81 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; and records relating to behaviour, attendance and safeguarding procedures.

Inspection team

Alison Cartlidge, Lead inspector	Additional Inspector
Wendy Marriott	Additional Inspector
Christina Cleugh	Additional Inspector
Nick Moss	Additional Inspector
David Westall	Additional Inspector

Full report

Information about this school

- Claycots School is expanding and is already much larger than the average-sized primary school. It is housed in two sites situated three miles apart.
- In the early years provision, there are three part-time, morning and afternoon Nursery classes and seven full-time Reception classes.
- Pupils have a very diverse range of ethnic heritages. The large majority are White British, of Other White background, Pakistani or of African heritage. A high proportion of pupils speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority, is above average.
- The proportion of disabled pupils and those who have special educational needs is below average at one in eight pupils.
- There has been a constant change in teaching staff since the previous inspection because of a considerable increase in the number of pupils year on year. There have been recent changes in senior leadership, including two associate headteachers. The executive headteacher joined the school 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?

- Strengthen teaching so that it moves from good to outstanding, by:
 - making sure that pupils of all abilities, especially the most able, are consistently challenged across all subjects
 - correcting errors in pupils' use of grammar in their speech and writing
 - ensuring that pupils follow up advice given in teachers' marking straight away.
- Extend the responsibilities of middle leaders so that they all are clear about the progress groups of pupils are making across the school and have a positive impact on tackling any dips in progress as soon as they arise.

Inspection judgements

The leadership and management are good

- The executive headteacher and the two associate headteachers have a clear vision for the future of the school. They are enthusiastic and inspire members of staff to help drive the school forward quickly.
 - Leaders are having a good impact on teaching and pupils' achievement. The expansion of the school over two sites and the rapid pace of change has been managed well. As a result, in both schools, leaders have established a calm and positive learning culture that supports good teaching and learning. One of the older pupils spoke for others by saying, 'The headteachers have upgraded our learning.'
 - Members of staff and the pupils are clear about what the school stands for. As one pupil stated, 'Leaders want us to be successful and excellent.'
 - Systems for developing teaching performance and supporting training are having a positive impact. Teachers' work is checked rigorously so that they are clear about what they need to do next to improve further.
 - Middle leaders are knowledgeable about the school's next steps and support other members of staff well. They are not all clear about how well groups of pupils are doing across the school, so that they can pinpoint any dips in progress as soon as they occur.
 - The new curriculum is well planned and provides rich opportunities to extend the pupils' learning. Literacy and numeracy are given a high profile and other topics are varied and interesting. Pupils benefit from a wide range of responsibilities such as belonging to the Pupil Parliament and are prepared well for life in modern Britain.
 - Spiritual, moral, social and cultural development is promoted well. For example, a multicultural week was used well to appreciate and celebrate similarities between various faiths and cultures.
 - Equal opportunities are uppermost in the minds of leaders and discrimination of any kind is not accepted. The good relationships fostered between staff and the pupils ensure that there is a sensitivity towards diversity. British values such as tolerance and respect are given a high profile.
 - Disadvantaged pupils who are eligible for additional funding are given good support socially and academically so that they can take a full part in all the school has to offer. Individual and small-group support is helping to move their learning forward quickly.
 - Safeguarding arrangements meet requirements and are effective. Comprehensive systems are in place to keep pupils safe and these are understood by all those working within the school. Staff are checked for suitability for working with children and are diligent in reporting any concerns they might have about the welfare of their pupils. They receive good training in health and safety matters.
 - Recent support from the local authority has been appropriate for the needs of this good and improving school.
 - The additional sport funding is used well to provide coaching, exciting outdoor facilities and staff training. As a result, more pupils are taking part in a wide range of sporting clubs and competitions.
 - The school works hard to reach out to its parents by providing workshops and a wealth of information. Parents are positive about the school's work and make encouraging comments such as, 'It's absolutely brilliant.'
- **The governance of the school:**
- Governance is good and effective. The governing body has changed since the previous inspection and is well trained and equipped to ensure that it fulfils its responsibilities. Governors are supportive and challenging. They are clear about what still needs to be done to move the school further forward. Governors are involved in checking up on the quality of teaching and ensuring that relevant training is organised for staff as needed. They are knowledgeable about how good teaching is, what is being done to reward best practice and how to develop teachers further. They understand how well pupils are doing compared with other schools.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite and courteous. They play and work together well. For example, in history in Year 6, pupils worked together well discussing what it means to be powerful and how you might influence the views of others. Pupils persist with tasks and gain good levels of confidence.

In the Nursery, children are already able to find and use resources for themselves and concentrate until they have finished an activity.

- Most parents, members of staff and the pupils themselves agree that behaviour at the school is good. School records show that behaviour over time is good and improving. Poor behaviour rarely disrupts learning, with only occasional drops in concentration when the work pupils are doing lacks challenge.
- Pupils are proud to be members of the school and are pleased with the new school uniform. As one pupil said, 'If we look smart on the outside, it helps us to feel smart inside.' Pupils have a good understanding of the importance of showing tolerance and respect. As one pupil said, 'It's all about respect.'

Safety

- The school's work to keep pupils safe and secure is good. Members of staff are vigilant in caring for the pupils. Consequently, pupils feel safe and know how to stay safe, including with e-safety and stranger danger. They typically make comments such as, 'Children are kind' and 'Staff help with problems.' Parents are happy that their children feel safe at school.
- Pupils say that any form of bullying or unkind behaviour is rare and they understand what to do if they have any concerns. For example, pupils know to say 'Stop, don't do it' to someone who is being unkind, and if this fails, to then seek adult help.

The quality of teaching is good

- Teaching has a positive impact on the pupils' learning, including in literacy, reading and mathematics. Teachers are good at explaining to pupils what they are to learn, enabling them to start work quickly. In a Year 3 English lesson, the teacher made clear to the pupils what they were to learn about using sub-headings in their non-chronological writing, and as a result, pupils were able to get on with their work without fuss.
- Good relationships underpin the effective way that teachers manage the pupils' behaviour. Pupils make positive comments about learning such as, 'I like everything, we learn a lot' and 'I love the lessons the teachers give me.'
- Lessons are motivating because work is interesting and supported well with various resources, including information on the classroom walls and modern technology. In literacy in Year 1, pupils were enthusiastic when using hand-held computers to insert capital letters and full stops into sentences.
- Teaching assistants provide valuable support for groups of pupils in lessons and during additional group activities. Disabled pupils and those who have special educational needs are given effective support, especially when working on tasks that are planned specifically for them.
- The whole-school focus on developing teachers' use of questioning has been effective and teachers encourage meaningful discussion well, including with pupils who are learning to speak English as an additional language. An example of good questioning was observed in a Year 5 numeracy lesson when the teacher used questioning well to encourage pupils to explain their calculations when working out fractions.
- Teachers' marking is developing well, especially in literacy and numeracy. Teachers give pupils clear guidance so that they know what they need to learn next. However, pupils are not always expected to respond to marking straight away or to correct mistakes in their use of grammar.
- Teachers plan work for pupils' differing abilities, although tasks are not always challenging enough, especially for the most able in subjects other than literacy and numeracy.

The achievement of pupils is good

- Children start school in the Nursery classes with skills and knowledge below those typical for their age. Attainment on entry to Year 1 is rising and is now broadly average.
- Attainment by the end of Year 6 is broadly average in reading, writing and mathematics. Achievement dipped at the end of Year 6 in 2014, but school data and pupils' work show that pupils are now making good progress across the school. The current Year 6 are on track to do better than in the last two years. Above average attainment at the end of Year 2 has been sustained over the last few years despite the rapid expansion in pupil numbers.
- Pupils, including those who are learning to speak English as an additional language, are doing well in all year groups. While there are good opportunities for speaking and listening, there are occasions when pupils from various backgrounds make mistakes in their speech and writing due to weaknesses in their use of grammar.
- Disabled pupils and those who have special educational needs are making more rapid progress than in the

past. They are now making good progress, especially when working in additional groups with work that focuses on their next steps.

- Disadvantaged pupils eligible for additional funding make good progress. The small gaps that remain between them and other pupils are closing rapidly. In 2014, they were about a term behind other pupils at the school and two terms behind other pupils nationally in reading, writing and mathematics. Their specific social and educational needs are identified quickly and tailored support is provided.
- The most-able pupils do well over time, although in some lessons, especially in subjects other than literacy and numeracy, progress is restricted when they do not move on to hard enough work soon enough.
- Pupils develop skills in literacy and numeracy that equip them well for the next stage of their education.

The early years provision

is good

- Children achieve well in the Nursery and Reception classes from starting points that are below those typical for their age. They do especially well in developing independence and soon establish clear routines. For example, Nursery children were good at tidying away the activities they had chosen for themselves during the 'countdown'.
- Robust systems for checking up on how well the children are doing ensure that gaps in attainment are closing for vulnerable groups of children and they are prepared well for the next stage of learning in Year 1.
- Consistently good teaching across classes enables children to do well in all areas of learning, including in learning about sounds and letters. Children in the Reception Year enjoy reading and writing simple words, remembering to use their 'sound buttons'.
- A wide range of activities are planned to support the children's needs and interests. For example, in the Nursery, children were enjoying taking part in activities linked to the theme about Nursery Rhymes. They were confident using terms such as 'medium-sized' and 'bigger' to describe the bags of wool in 'Baa Baa Black Sheep'.
- Children behave well, feel safe and have good attitudes towards learning because members of staff have high expectations and make sure that the children are kept safe and are nurtured well.
- Strong leadership and management ensure that members of staff are well trained and that work is relevant and purposeful. Good links have been established with parents who contribute to the children's learning through the children's individual learning journals.

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	132089
Local authority	Slough
Inspection number	449678

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	1,200
Appropriate authority	The governing body
Chair	Sue Wilson
Executive Headteacher	Gareth Morris
Date of previous school inspection	9–10 November 2009
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