

Claverley CofE Primary School

Aston Lane, Claverley, Wolverhampton, WV5 7DX

Inspection dates 1–2 July 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.

- Strong and effective leadership by the headteacher has improved the quality of teaching and learning throughout the school.
- Leaders, including governors, have been successful in raising pupils' achievement in reading, writing and mathematics and in improving attendance and behaviour.
- Children in the Reception class make good progress within a stimulating environment.
- Pupils make good progress throughout Key Stages 1 and 2. A dip in standards in 2014, due to the particular make-up of the year group, has been reversed in 2015 with pupils in the current Year 6.
- Disadvantaged pupils, disabled pupils and those who have special educational needs make good progress.
- Pupils' behaviour is good. Pupils are polite, caring, respectful and supportive of others.
- The school has a strong community spirit. All staff are good role models and pupils' welfare has a high priority.
- Attendance is above average.
- Pupils feel safe in school and older pupils have a good understanding of how to keep themselves safe.
- Teaching is good. Pupils enjoy lessons and know what is expected of them to achieve well.
- Teachers' feedback through marking is helpful to pupils because it shows them how to make their work better.
- Pupils' attainment and progress are checked regularly and the school's evaluations are accurate.
- Teachers have clearly focused appraisal targets that are linked to pupils' progress and the school's priorities.
- The governing body is challenging and supportive. It has a strong focus on making sure that pupils are successful and holds staff to account for pupils' achievements.
- The success of leaders' actions to raise achievement indicates that the school is well placed to improve even further.

It is not yet an outstanding school because

- Teachers sometimes set problems that are too open-ended to allow all pupils to succeed.
- The most-able pupils are sometimes set work that is too easy for them.
- Teachers do not always check how well pupils are making progress in lessons.
- Leaders do not create enough opportunities to help colleagues to develop their practice by visiting their classrooms.
- Some children at the early stages of learning to read are not able to sound out unfamiliar words confidently.

Information about this inspection

- The inspector observed learning in nine lessons jointly with the headteacher. She also observed pupils during breaks and lunchtimes, and heard pupils reading.
- The inspector looked at the work in pupils' books, and at past and current information about pupils' attainment and progress.
- Self-evaluation documents and improvement plans were examined, as were documents relating to safeguarding and behaviour. Monitoring records and checks on the teachers' assessments of pupils' attainment were also taken into account.
- A discussion was held with a group of pupils from Years 2 to 6. In addition, the inspector talked with pupils in lessons about their learning. Outcomes from the school's own surveys of pupils' views were examined.
- The inspector held meetings with all leaders in the school, governors and a representative of the local authority.
- The 30 responses to the Parent View online questionnaire and comments from parents were examined and compared with records of earlier responses from parents.
- The inspector took note of the responses submitted by 11 staff to an inspection questionnaire.

Inspection team

Kathy Hooper, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized school.
- There are four mixed-age classes. All Reception children attend full time.
- Most pupils are White British. There is a much lower than average proportion of pupils from minority ethnic backgrounds.
- The proportion of pupils supported through the pupil premium is below the national average. The pupil premium is additional funding for pupils who are looked after by the local authority or known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special education needs is above average, and is twice the national average. Those with statements or education, health and care plans include some pupils who are hearing impaired.
- In 2014, half of the pupils in Year 6 had disabilities or special educational needs. A quarter of that year joined the school during Key Stage 2 with low levels of attainment on entry.
- In 2014, the school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a privately run nursery on site which was not part of this inspection.

What does the school need to do to improve further?

- Improve teaching and learning by:
 - checking all pupils' learning more frequently in lessons
 - making sure that problem solving challenges all pupils equally well in all lessons
 - providing even higher levels of challenge for the most-able pupils
 - matching activities more closely to individual abilities when teaching sounds and letters so that weaker readers are able to sound out words accurately.
- Improve the leadership and management by creating more opportunities for leaders to support colleagues in the classroom.

Inspection judgements

The leadership and management are good

- The headteacher's high expectations are evident throughout the school. The school is valued by pupils, parents, staff and the community for its acceptance and nurturing of individual strengths and talents. The fall in the school's roll has reversed so that it is now increasing.
- Leaders at all levels check pupils' progress and teachers' work rigorously and regularly. There is a well-targeted programme of interventions that support those pupils at risk of falling behind.
- The local authority supports the school well, for example by providing training for teachers. This has a positive impact and has contributed to the improvements in teaching.
- Following a dip in attainment of pupils at the end of Key Stage 2 in 2014, a check made by the local authority confirms the school's accurate view of its strengths and areas for development.
- Extra funding provided through the pupil premium supports the education of disadvantaged pupils well. There is no gap in their achievement compared with that of others throughout the school.
- There is a strong system for the appraisal of teachers' work. Teachers' targets link well to improving pupils' progress and relate clearly to the school's priorities.
- Staff training has helped teachers to develop their practice by improving their subject knowledge. Although there has been an increase in the amount of training available for teachers, opportunities for teachers to share good practice in the classroom are limited by the small size of the staff. Leaders do not have opportunities to support their colleagues in the classroom.
- Leadership of the provision for disabled pupils and those who have special educational needs is good. Support is well tailored to the specific learning needs of the pupils. All these pupils have made at least the progress expected of them this year.
- Primary physical education and sport funding has been used to improve teaching skills and pupils' achievement in physical education and sporting events. The vast majority of pupils are involved in sporting events and are able to swim.
- Equality of opportunity is at the heart of all the school's work. Oversight of each pupil's progress and welfare is very sharp because there is good communication at all levels throughout this small school. Staff and pupils are vigilant about ensuring that discrimination is not tolerated.
- The curriculum is rich and relevant. Reviewed in light of national guidance, it is designed to appeal to pupils' interests and experiences. Improvements have been made to the teaching of English and mathematics and resources have been improved. Whole-school activities and the personal, social and health education programme emphasise British values of tolerance and positive regard for different lifestyles.
- The school works with other schools in the area to develop and share practice. This has helped teachers to develop a new assessment system. Teachers' assessments of pupils' work have been moderated with other schools to ensure they are accurate.
- The school has good links with parents. There are frequent and regular opportunities for parents to come into school to talk to teachers about the progress of their children, for example when picking up their children from school and during parents' evenings. High levels of satisfaction are reflected in parent questionnaires.

- The development of pupils' spiritual, moral, social and cultural development permeates all aspects of the school. There are strong links with the church and the community, both in the village and further afield. Pupils celebrate a range of festivals from different cultures.
- Pupils are well prepared for life in modern Britain. There are good opportunities for pupils to learn about how democracy works, for example through school elections. Pupils learn about different religions and ways of life.
- Safeguarding procedures are robust and meet statutory requirements. Staff are well trained and there are frequent checks by leaders and governors.
- **The governance of the school:**
 - The governing body is experienced and effective. Governors have a clear understanding of what the school does well and what it can do better. An effective committee structure provides termly opportunities for governors to ask searching questions about pupils' attainment and progress, based on their understanding of the data provided. They compare attainment and progress data with that from previous years and other schools. The governing body has reviewed its work including governors' skills and provide good leadership to the school. The governing body has a rolling programme of review of policies, including those for safeguarding, and are centrally involved in setting the school's priorities.
 - Governors' understanding of the work of teachers and pupils' engagement is well informed through their focused visits. For example, link governors carry out surveys with leaders to discover pupils' views of their lessons in reading, writing and mathematics. Governors have a clear picture of the impact of extra funding on pupils' progress.
 - Governors ensure that the school manages its finances well. They set challenging targets as part of the headteacher's appraisal. They make sure that pay increases are awarded to teachers only when pupils' progress is good.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils enjoy school and value the friends they make. Pupils have high levels of moral and social awareness. They follow school rules and they are thoughtful about the needs of others. During lessons, breaks and lunchtimes they are respectful, helpful and supportive.
- Attendance is above average. Pupils come to school enthusiastic about their learning and expect to work hard in lessons. They are curious and excited by new topics. In all classrooms, there are high levels of concentration. Pupils become very excited about making new discoveries during problem-solving activities.
- The school is bright, and orderly. Attractive displays reflect a stimulating curriculum and the value attached to each pupil's efforts and successes. School lunches, prepared on site, are much enjoyed by pupils. They reinforce the value of healthy food.
- The school council is active and effective. It has helped to improve equipment and activities at lunchtimes.
- An increased emphasis on consistent behaviour management and the introduction of play leaders have had a good impact on behaviour this year. The number of incidents of thoughtless behaviour has dropped dramatically over the year. There have been no exclusions for the last three years.
- A very high proportion of pupils take part in out of school activities and competitions. Pupils take an active part in village life, for example contributing to the flower festival and annual litter picking. There is a great sense of pride in belonging to the school.

Safety

- The school's work to keep pupils safe and secure is good. Staff keep a close check on pupils and there is good communication between staff about pupils' welfare. The school has achieved Safe School accreditation.

- Pupils have good opportunities to discuss issues related to their personal safety. Pupils in Year 6 have a particularly clear understanding of how to keep themselves safe. They can explain how to protect themselves when using the computer. Parents are informed about how to protect their children when using the internet through regular meetings. Other aspects of safety are tackled appropriately through the personal, social and health education programme.
- Pupils understand different kinds of bullying and know what to do in the event it occurs. They are clear about what constitutes hurtful behaviour, including that related to race, sex, religion and disability. Pupils say there is no bullying. They report that staff promptly and firmly address any potentially hurtful or thoughtless behaviour.
- Leaders ensure pupils' safety is maintained at all times. The school's procedures are robust and revisited regularly. Governors' visits routinely address safety with respect to the buildings and the environment, as well as gathering the views of pupils. Parents and staff confirm that pupils are safe

The quality of teaching is good

- Teaching has ensured that pupils throughout the school make good progress. There are excellent relationships between staff and pupils. Pupils are eager to learn within the school's stimulating and supportive environment.
- Teachers have good knowledge of their subjects and plan lessons to encourage pupils to solve problems and ask questions. Teachers take pupils' views into account, for example through surveys to plan activities that capture their interests and enthusiasm.
- Teaching assistants support pupils well. They have good insights into pupils' individual learning needs and circumstances, and are experienced in questioning to challenge pupils' thinking.
- Teachers and teaching assistants have good understanding of disabled pupils and those who have special educational needs. For example, teaching assistants carefully check hearing aids and other equipment used to support the learning of hearing impaired pupils. They are skilled in ensuring that pupils with special educational needs make consistently good progress in their learning.
- Teachers encourage pupils to have good attitudes to learning. Pupils are attentive in class and respectful. Older pupils know their targets. They know how to improve their work because teachers mark their work very helpfully. Pupils are involved in checking and assessing their own work using pointers given to them by their teachers.
- The teaching of mathematics is good. The school's problem-solving approach engages pupils well. For example, there was a tangible buzz of excitement as pupils in Year 6 made new discoveries about patterns in numbers. Every pupil was challenged at a level that made him or her want to find the answers to the problems. Pupils who have special educational needs visibly swelled with pride as a result of their successes.
- The teaching of reading and writing is good. A better range of interesting books in the library has encouraged more pupils to read frequently. Exciting books such as *Killer Cat* made pupils in Years 3 and 4 want to write about events and characters.
- Teachers question pupils well to make them think hard. However, during lessons, they do not always check carefully enough what pupils have learned and any misconceptions they might have.
- Some pupils do not make the same progress as others because teachers do not always plan the steps in learning to match the ability of pupils. Although they enjoy solving problems, some pupils do not have sufficient, rigorous challenge and others find the work too hard. For example, problems are sometimes too open ended to allow all pupils to tackle them effectively and the most-able pupils are not sufficiently

challenged.

- In some lessons in Key Stage 1, the teaching of sounds and letters does not tightly match individual pupils' abilities. Weaker readers do not know enough ways to help them read unfamiliar words.

The achievement of pupils is good

- Pupils' attainment on entry is broadly typical for their age. The proportion of pupils passing the Year 1 screening check on phonics (letters and the sounds they make) is above average. At the end of Key Stage 1, attainment is above average.
- Achievement in Key Stage 2 is good. In all year groups, assessments of pupils' progress throughout the year and the work in their books shows that pupils are on track to achieve well in all subjects in 2015. Approximately two thirds of Year 6 pupils have made more than the expected progress in all subjects.
- The school's disabled pupils and those who have special educational needs make good progress. Those leaving Year 6 in 2015 are predicted to make at least the expected progress and most of them have already made more than the expected progress.
- Pupils' attainment was below average at the end of Year 6 in 2014. Half of that year group were disabled or had special educational needs. A quarter of the class had joined the school part way through Key Stage 2 with a range of special educational needs and low levels of attainment. These pupils made good progress during their time at the school. Those pupils without special educational needs who had been in school since the Reception year also made good progress and attained above-average levels in tests.
- It is not possible to judge the attainment of disadvantaged pupils in comparison with others in the school or nationally with risking identifying them because the numbers are so small. Disadvantaged pupils make good progress.
- The proportion of the most-able pupils attaining the highest levels has increased. The school's data suggest that, this year, three quarters of the pupils in Year 6 will achieve the higher levels in reading, two thirds in mathematics, and half in writing.
- The writing of the most-able pupils in their books is excellent. It is lively and imaginative when pupils explain how to take care of dragons. It is insightful and informed when they discuss the relative merits of town and country living. They work accurately with percentages, fractions and decimals to solve problems regarding equivalences.
- Older pupils particularly enjoy reading widely. They are familiar with a good range of authors and texts and talk enthusiastically about the books they have read.

The early years provision is good

- Children in the early years make good progress. A higher proportion of children achieved a good level of development than nationally in 2014 and the proportion has improved over the past two years.
- Overall, children come into the school at a level of development that is typical for their age. Those that arrive with lower levels of development catch up quickly. The progress of all children is regularly checked and those at risk of falling behind receive extra help.
- Leadership of the early years is good. Leaders are experienced and aspirational about improving provision. The curriculum is regularly reviewed in light of children's experiences, achievement and their level of engagement.

- Teachers provide a good mix of activities to develop children’s basic skills and time for children to learn to think things out for themselves. Good use is made of an outside area where there are opportunities for more messy play.
- Teachers are knowledgeable about good early years practice. They work in close partnership with parents and other early years settings to provide exciting and challenging activities for children. Phonics is taught well in small groups.
- Staff regularly observe children to assess their learning, and children’s progress is charted in their learning journals. Assessments are checked to ensure they are accurate.
- The most-able children are beginning to write decipherable sentences because there are frequent opportunities to use pens and other writing equipment. They count accurately to 20, and add and subtract numbers with single and double digits. Children sustain conversations well and for considerable lengths of time.
- Children play well together and are aware of the needs of others. They are all very enthusiastic about their work and have good levels of concentration.
- The environment is safe and children are aware of safe routines and practices. They are very socially aware, respecting classmates and adults alike. They are confident learners well prepared for Key Stage 1.
- There are good arrangements for children moving into the Reception year from the on-site nursery and again when children move into Key Stage 1. Good links with the on-site nursery have provided valuable opportunities for staff to share good practice and information about children at transition.

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	123539
Local authority	Shropshire
Inspection number	461813

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair	Charles Carver
Headteacher	Joanne Derrer
Date of previous school inspection	8–9 February 2012
Telephone number	01746 710636
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