

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



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Mrs Miles
Headteacher
Clapham Terrace Community Primary School and Nursery
Clapham Terrace
Leamington Spa
Warwickshire
CV31 1HZ

Dear Mrs Miles

Short inspection of Clapham Terrace Community Primary School and Nursery

Following my visit to the school on 18 December 2018 with Peter Humphries HMI, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

Clapham Terrace is a high-performing school. Everyone takes great pride in their work and staff put pupils first. Leaders and governors have worked effectively to bring about many significant improvements.

The senior leadership team are highly organised. You and the assistant headteachers have clearly defined roles and responsibilities. You work well as a team and have very high expectations. If you spot anything that is not of the highest standard, you intervene quickly to bring about rapid improvements. As a result, standards are high across the school and teachers enjoy a strong programme of training and support.

Senior leaders have focused on building the leadership skills of the wider workforce. Many staff now have additional leadership responsibilities. Some of these leaders are new in post and will require further support and training to embed and monitor their improvement work.

Governors know the school well. Members of the governing body are linked to different classes and regularly visit the school to explore the impact of leaders' actions and offer challenge and support. Governors are clear about improvement priorities and are committed to ensuring that Clapham Terrace is an inclusive school. Governors pay particular attention to scrutinising the support provided to any vulnerable learners.

The school is at the heart of the community. Parents are overwhelmingly positive about school life. A large number of families wrote to inspectors via Parent View, Ofsted's online questionnaire, or spoke to them at the start of the school day. Typical comments from parents during the inspection included: 'Clapham Terrace is an excellent school with a very strong sense of community', 'a welcoming and nurturing environment', 'amazing school teachers go above and beyond to inspire kid's learning' and 'children are thriving here'. Over half of the school's parents completed Parent View, of which 99% feel that the school is well led and managed and 98% would recommend the school to another family.

Pupils love coming to school and speak highly of their experiences. They particularly like Carl, their school mascot. Carl reminds pupils to be 'caring, achieving, respectful, learners'. Pupils unanimously feel that they are safe and well cared for. One pupil reported that the worst thing about his school is that he would have to leave it one day!

Of the 30 staff that completed the online questionnaire, all stated that they agree or strongly agree that the school has improved. They are proud to be a member of staff and state that they are treated fairly and with respect.

Staff, parents and pupils are rightly proud of Clapham Terrace. Corridors and classrooms are adorned with pupils' artwork and learning. The school 'Mess' (a classroom purpose built for supporting learning in the wider curriculum) is very appealing and houses some exceptional art and design work. The school is an exciting place to work and learn in.

At the last inspection you were asked to further improve the quality of writing and enhance your analysis of assessment information. Outcomes in writing have improved across the school. By the end of key stage 2, the proportion of pupils writing at the expected standard is high. Pupils' strong literacy skills are a product of effective teaching and a highly organised phonics programme. Similarly, assessment systems have evolved considerably and allow staff to closely track pupils' achievement. Teachers understand systems well and use information intelligently to plan for pupils' next steps in learning.

Safeguarding is effective.

The leadership team has ensured that safeguarding arrangements are fit for purpose. Designated safeguarding leads meet frequently to discuss any concerns that they may have and review pupils' safety. Training is a priority and staff are kept up to date with any key changes. Staff have received additional enhanced

training on a range of safeguarding matters including how to identify and respond to peer-on-peer abuse.

Parents and pupils say that the school is a safe place. Pupils have been taught specific skills to help them manage any potential difficulties with relationships. Pupils told inspectors that they work through five special steps on the fingers of their hand to find ways around problems and help de-escalate any disagreements.

Inspection findings

At the start of the inspection we reviewed the school's overall effectiveness. We discussed the school's key strengths and areas for development. We agreed several key lines of enquiry, and inspection activity, to review the impact of your improvement work. The findings of these activities are outline below.

- Leaders have developed highly effective strategies to support disadvantaged pupils. Improvement plans are carefully scrutinised by governors. Disadvantaged pupils are supported to develop their academic and personal development. Much thought and care has gone into the trips and experiences that pupils take part in. As a result, outcomes for disadvantaged pupils are improving and any underperformance is quickly identified and addressed by staff.
- Pupils' behaviour is exemplary. Pupils conduct throughout the inspection was faultless. Pupils enjoy coming to school and are keen to talk about what they do. Many are given additional responsibilities. Inspectors met with the school's sport leaders who support their peers to keep active. Pupils are proud of what they do and are keen to support one another. Fixed-term exclusions have reduced significantly in the last two years.
- Pupils with special educational needs and/or disabilities (SEND) are well supported. Pupils' needs are quickly identified, and any necessary additional support is established and carefully monitored. Several children have specific education, health and care plans to support their learning. Information in these plans is broken down into targets within pupils' personal support plans. As a result of an inclusive whole-school approach and effective provision, pupils with SEND have high rates of attendance. On the whole, pupils with SEND make strong progress from their different starting points.
- Pupils enjoy a very rich curriculum. The school has achieved a wide range of accreditation and awards as a result of its creative approach to learning. Leaders and governors have used funding wisely to enhance the school environment and provide high-quality spaces for pupils to learn in. The 'Mess' and school kitchen are two strong examples of successful projects. All pupils learn to cook, play a musical instrument and learn from specialist teachers (particularly in art and music). However, the curriculum design and sequencing of learning in humanities is not as strong as that found in other subjects. Though pupils do make progress in history and geography, particularly in relation to improving their basics skills, not enough thought is given to how their knowledge is developed over time.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- work continues to offer high-quality training and support to new leaders so that their confidence and impact grows further
- even more thought is given to how pupils' knowledge will develop in history and geography over time.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Warwickshire. This letter will be published on the Ofsted website.

Yours sincerely

Jonathan Keay
Her Majesty's Inspector

Information about the inspection

I met with the leadership team at the start of the inspection to discuss the school's overall effectiveness.

Inspectors observed teaching in almost all classes. Observations were undertaken jointly with leaders. During observations we reviewed learning in pupils' books.

I held a meeting with four members of the governing body including the chair and vice-chair of governors.

Inspectors scrutinised a range of documents including: the single central record, child protection files, staff training information, attendance analysis, assessment information, action plans, information relating to SEND including pupils' education, health and care plans, minutes from meetings of the governing body, and strategies for the expenditure of pupil premium funding.

Inspectors took account of feedback from: 118 respondents to Parent View, 99 responses on free text, 57 responses to the pupil survey and 30 responses to the staff survey. An inspector met with parents at the start of the day.