

Inspection of Clare Community Primary School

Erbury Place, Clare, Sudbury, Suffolk CO10 8PZ

Inspection dates: 13–14 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy coming to this small school because they feel happy and safe. Overwhelmingly, parents agree. Pupils like school as 'it is friendly', and they 'know everyone'. Staff know each pupil well. Parents value the care provided by staff. One parent summed up the views of many in saying, 'I feel very lucky that my children have this lovely school to go to every day!'

Pupils have positive attitudes to learning in many subjects. They like trips and visits linked to the topic work. Pupils talk about what they have learned with enthusiasm.

There are many opportunities for pupils to be leaders such as: play leaders; librarians; and house captains. They take these roles seriously and know that they are expected to be good role models to others.

Most pupils behave well. Behaviour is best when work is well matched to pupils' needs and where staff have high expectations. Pupils who find it difficult to manage their behaviour are given the help that they need.

Pupils understand what bullying is. They told us that bullying rarely happens. Pupils are confident that teachers will deal with it quickly if it ever happens and can talk to an adult if they are worried about anything.

What does the school do well and what does it need to do better?

The trust, headteacher and governors have quickly formed an effective partnership. This has stabilised the school, following a turbulent time. Teachers enjoy working at this school and are proud of it. They feel the school is well led. Parents are happy with leaders' improvements. The following are typical of parents' views: leaders have brought this school 'back from the brink'; and, 'The school is finally settled and flourishing.'

Leaders have taken action to improve the quality of education so that pupils' work across the curriculum is of a good standard. They have thought about what they want pupils to learn through a carefully designed, creative curriculum. Leaders have developed a 'pupil learning experience' which links to the school values. This includes many opportunities they do not get in their day-to-day lives. Pupils are excited about their learning. They remember important knowledge. They use this to explain their ideas and make links in their learning.

Some subjects, such as religious education (RE), are not as well developed as others. A few subject leaders are new to their roles and are still developing the range of skills and knowledge they need.

Leaders have invested in a considerable number of resources to develop pupils' reading. Teachers have been well trained in how to make the best use of them.

Pupils understand the importance of reading. They have access to interesting books from the school library, which they enjoy. Children in the Reception class begin learning letters and sounds quickly. Phonics teaching is structured effectively. Most pupils can apply the skills they learn to their reading and writing. Teachers know when pupils need extra help to keep up. They provide support quickly.

Teachers have good subject knowledge and use this well when they deliver the curriculum. For example, in writing, lessons are sequenced well for pupils to build on skills they have already learned. Teachers are quick to see when pupils are less confident in their learning. For example, in mathematics, lessons are often changed so that girls can work collaboratively and share their ideas. Working in this way has boosted their confidence.

Pupils with special educational needs and/or disabilities (SEND) receive good support. They are fully included in all aspects of school life. Staff know pupils' needs well. Pupils with SEND who have fallen behind catch up due to the good quality of education that they receive.

Pupils' personal development is enriched by many interesting activities and opportunities. For example, learning how to stay safe and healthy, taking part in the many clubs the school offer and fundraising. Pupils are developing their understanding of the fundamental British values.

Children in early years achieve well. They are safe and happy. The curriculum is based on the children's interests and is carefully thought through. Adults design lots of different indoor and outside activities which develop children's knowledge and skills well. For example, the children quickly turned a piece of wood into a ramp for cars to travel down. This activity was extended by adding a tape measure, which helped the children practise number skills and develop the concept of measuring. Children follow routines, listen carefully and behave well.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant and well trained. Adults know the pupils well and are quick to identify and report any signs that may suggest a pupil is at risk of harm.

Staff know the procedure for recording and monitoring concerns and use it appropriately. The safeguarding team is quick to follow up concerns and take appropriate action. The team works closely with the relevant agencies.

Governors monitor leaders' actions to be certain that the correct checks are made on everyone who works in the school, and that school safeguarding procedures are being applied robustly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum ensures that all pupils encounter a wide range of learning experiences. Some subject plans, such as those for RE, are not as well developed as others. Leaders should continue to carefully monitor the impact of the curriculum to ensure that all subjects are well developed, so that pupils achieve well.
- Some subject leaders are new to their role. Senior leaders should ensure that new subject leaders are given the support that they need to develop the skills and knowledge to be highly effective in their roles.
- Pupils are developing their understanding of fundamental British values. They have learned, for example, about democracy, through voting for their school councillors. The focus on respect and tolerance in assembly has helped pupils to understand that 'everyone is different'. However, leaders need to provide further opportunities for pupils to deepen their understanding of fundamental British values.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144399
Local authority	Suffolk
Inspection number	10121344
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair of governing body	Georgina Lovejoy
Headteacher	Rebecca Loader
Website	www.clareprimary.org
Date of previous inspection	Not previously inspected

Information about this school

- Clare Community Primary School converted to become an academy school on 1 April 2017. The school is part of the Stour Valley Educational Trust, along with Stour Valley Community School.
- The headteacher joined the school in April 2017.
- The school is smaller than average. However, over the last year, the number of pupils on roll has increased.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and the deputy headteacher, who is also the early years leader. We also met with the special educational needs coordinator, the leader for disadvantaged pupils and the leader for personal, social and health education. I met with all governors and the chief executive officer.
- We did deep dives in these subjects: reading, mathematics, writing, geography and history. In each subject, we visited lessons, scrutinised work in pupils' books and held discussions with subject leaders, teachers and pupils.
- We observed pupils' behaviour and spoke with pupils to gather their views of the school. I also reviewed school information related to pupils' behaviour and attendance.
- To evaluate the effectiveness of safeguarding, I reviewed the school's policies and procedures. I also met with the designated safeguarding leader to review the actions taken to keep children safe. We spoke with staff to check they understood the school procedures.
- We took into account the views of the 15 members of staff and 16 pupils who completed Ofsted's online questionnaire.
- We considered 82 responses to Parent View, Ofsted's online questionnaire, including 82 free-text comments.

Inspection team

Rachel Welch, lead inspector

Ofsted Inspector

Kay Tims

Ofsted Inspector

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