

Inspection of a good school: Clent Parochial Primary School

Clent Parochial Primary School, Bromsgrove Road, Clent, West Midlands DY9 9QP

Inspection date: 3 March 2022

Outcome

Clent Parochial Primary School continues to be a good school.

What is it like to attend this school?

Clent Parochial Primary School is a friendly school with a family feel. The pupils are at the heart of everything the school does. Older pupils thrive in their role of buddies to the younger pupils. They help the younger children settle into school by accompanying them into class at the start of the day and play with them at playtimes. It is unusual for pupils to fall out with each other. Bullying rarely happens, but pupils are confident that if it does, staff will resolve it quickly.

Pupils are enthusiastic learners. They work hard and are proud of their achievements. Staff have high expectations of pupils. Pupils rise to these expectations.

Pastoral support is strong. Leaders have prioritised mental health awareness and teach this throughout the curriculum. For example, all pupils have weekly mindfulness sessions. One pupil said, 'People think that mental health does not matter to kids, but it is really important. It is nice to have someone to talk to.'

Leaders provide extensive opportunities for pupils to develop their interests and talents. There are a wide variety of clubs and trips on offer, including an outdoor educational residential for pupils in Year 4 and an arts week residential for pupils in Year 6. Pupils appreciate these opportunities.

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

Leaders have developed an ambitious curriculum that helps to build up pupils' knowledge in a logical way. They have identified the key vocabulary and knowledge that the pupils need in each subject. However, some foundation subjects are at an earlier stage of development. This sometimes means teachers do not build on prior learning well enough. As a result, pupils do not always remember the important knowledge they need.

The teaching of English and mathematics is strong. Teachers think carefully about what they want pupils to know. They explain learning clearly and pupils know what is expected of them. Pupils remember what they have been taught.

Reading is a priority in the school. There is a real 'buzz' about reading throughout the school. Pupils regularly read and enjoy the wide range of new books on offer. This was evident when the headteacher showed pupils, for the first time, a whole suitcase of new books about diversity. The pupils were instantly engaged, with one pupil coming straight to the headteacher to ask if he could read one of the books.

In Reception, children get off to a very strong start when learning to read. All staff are well trained in delivering phonics. Staff quickly identify those children who need additional support and ensure they get the help they need. Pupils read books that help them practise the sounds they learn in lessons. Staff work together effectively to ensure there is a seamless transition from Reception to Year 1.

Leaders have developed a strong mathematics curriculum. Learning starts in Reception and builds sequentially to Year 6. Teachers use assessment well to identify pupils who need additional practise. They adjust learning accordingly.

Pupils with special educational needs and/or disabilities are supported well in this school. The special educational needs coordinator (SENCo) has detailed knowledge of the pupils' individual needs. Leaders ensure that staff follow the mantra of 'scaffold learning up not differentiate down.' Pupils get the support they need. One pupil said, 'There has never been a time when I have needed help and the teachers haven't given it to me.'

Leaders pay a great deal of attention to pupils' personal development. Pupils attend a wide variety of clubs such as mindfulness club, Bible club, Japanese, eco club and different sports clubs. They are taught how to keep themselves mentally and physically healthy. For example, they are taught about how to keep themselves safe online and the dangers of knife crime.

Pupils work hard and are taught to be resilient. In lessons the pupils think about ways to support their own learning. They follow SNOT (self, neighbour, others, teacher) if they are stuck. This memorable approach is used frequently by pupils in lessons to access support.

Staff are proud to work at the school. They appreciate how leaders consider workload before introducing new initiatives. They value the training and support they receive from leaders.

Governors know the school well. They are skilled in holding leaders to account for all aspects of the school's work. They regularly come into school to get to know the school community.

Parents and carers speak positively about the support their children receive. They praised the changes made since the headteacher started in January 2021. They value the communication they receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know the pupils and their families very well. They develop strong and trusting relationships. They quickly identify those pupils who may need extra support. All staff are well trained in ensuring pupils are kept safe. Staff are vigilant and know how to raise concerns. Leaders work closely with external agencies to ensure pupils get the support they need. Leaders make sure the appropriate checks have been carried out on all adults who work in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum developments in some of the foundation subjects are not as well established as in English and mathematics. Teachers do not always build on what pupils know and can do. This means pupils do not always remember the important knowledge leaders want them to. Leaders should continue to refine the curriculum in these subjects so that pupils are able to remember the knowledge more effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 23 April 2013.

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 information from Ofsted Parent View 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

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| Unique reference number | 116796 |
| Local authority | Worcestershire |
| Inspection number | 10226944 |
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 5 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 104 |
| Appropriate authority | The governing body |
| Chair of governing body | Vicky Dunn |
| Headteacher | Elisabeth Hyland |
| Website | www.clentprimaryschool.co.uk/ |
| Date of previous inspection | 21 March 2017, under section 8 of the Education Act 2005 |

Information about this school

- Since the previous inspection, a new headteacher and assistant headteacher have been appointed.
- The school does not use any alternative provision.
- There is a breakfast and after-school club that is run by the school.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- Meetings were held with the headteacher, the assistant headteacher and the SENCo. The headteacher shares the role of SENCo with the early years leader.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with the designated safeguarding lead and checked safeguarding documents, including the checks made on staff. They also examined documentation relating to pupils' attendance and behaviour.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and the views of staff recorded in Ofsted's online survey.
- Inspectors also spoke with parents and pupils informally during and after the school day.
- Inspectors met with three members of the governing body.

Inspection team

Eve Morris, lead inspector

Her Majesty's Inspector

Gemma Mann

Ofsted Inspector

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