

Inspection of a good school: Claines C of E Primary School

School Bank, Claines, Worcester, Worcestershire WR3 7RW

Inspection dates:

11 and 12 October 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This is a very happy and ambitious school. Pupils are taught to live by the school motto: 'never settle for less than your best and your best is good enough'. This applies to pupils' academic achievement and personal development. One parent said, 'Children are challenged and nurtured to work hard and to become people of good character.' Pupils play their part in this. They take pride in themselves and their school. They are eager to learn. Many achieve standards above those expected for their age.

From early years, children are taught to behave in ways that reflect the school's Christian values. They learn to share and listen to each other. Relationships are warm and trusting throughout the school. Pupils feel safe. They know what to do if anything is worrying them.

Pupils love the school fields and grounds where they learn and play. These spaces are a special feature of the school. Pupils enjoy learning about environmental issues in forest school. They participate in national events, including Pupil Parliament and Young Voices. They fundraise for local charities and global appeals. They benefit from leadership roles in school. These activities prepare pupils well to become active, caring citizens.

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

Reading is at the heart of the school. Children start an ambitious phonics programme when they join Reception. Staff are extremely well trained in teaching phonics. They are confident and consistent in their delivery of the programme. They check that pupils are remembering and using new sounds accurately. Books are well matched to the sounds that pupils are learning. Pupils who fall behind get the help that they need. Almost all

pupils achieve very well in phonics and soon become fluent readers. As pupils move through the school, they develop a wide range of reading skills.

The school fosters a culture where pupils love to read. In early years, teachers share engaging books with children. Staff encourage children to use new vocabulary and story language. Children do so happily and confidently. This paves the way for future learning. The library is used well. Books reflect a range of different cultures. This supports the school's inclusive ethos. Many pupils read widely and for pleasure. They talk confidently about their favourite authors and genres. Pupils achieve high standards in reading by the time they reach Year 6.

The school takes great care to make sure that all pupils have access to a rich curriculum. This includes pupils with special educational needs and/or disabilities (SEND), whose learning needs are identified accurately. Tasks are well adapted to ensure that these pupils learn the same as their classmates. This helps pupils to enjoy their learning and achieve well.

There is a high level of consistency in how the curriculum is delivered across the school. Teachers use effective approaches to help pupils to remember important subject knowledge. For example, in mathematics, daily routines help pupils to remember important multiplication and division facts. This supports mathematical fluency and ensures that pupils make strong progress. This approach to mathematics teaching starts in early years. Children use practical resources to explore number patterns. They also use their knowledge of number in simple everyday activities such as self-registration. This helps children to remember and deepen their understanding of number. They are exceptionally well prepared for Year 1.

Pupils enjoy making connections between different subjects. In computing lessons, pupils use their mathematical knowledge of number patterns as they work on programming and coding. This helps them to develop a rich body of knowledge and talk confidently about their learning.

Pupils think and work like subject specialists. For example, in art and design, pupils talk about art techniques and artists such as Lichtenstein, Pollock and Leonardo Da Vinci. In music, pupils work closely with visiting musicians. Pupils demonstrate a love of learning and show a keen desire to do well.

There is an impressive personal development programme at the school. Pupils talk sensitively about protected characteristics and issues, including equality, racism and prejudice. They learn about healthy relationships and how to keep safe. Through the curriculum, pupils deepen their knowledge and understanding of world religions. For example, Year 5 pupils reflected on the similarities between the Holy Trinity of Christianity and the Trimurti of Hinduism. Pupils are well prepared for life in modern Britain.

The school offers pupils many opportunities to attend extra-curricular clubs, including sports, gardening, sewing and reading. Leaders gather information about which pupils take up this offer. However, the school does not analyse this information with sufficient focus. Therefore, they do not ensure that all groups of pupils benefit from this provision.

Staff feel valued. They are highly positive about leaders. Governors know the school well. They provide very effective support and challenge to school leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not analyse which pupils take up the offer of extra-curricular activities with sufficient focus. As a result, leaders do not know the take-up of activities for different groups of pupils. The school should ensure that they monitor the participation rates of extra-curricular clubs closely to ensure that all groups of pupils benefit from the school's excellent offer.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2014.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116793
Local authority	Worcestershire
Inspection number	10269039
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Co-Chairs of governing body	Claire Green and Dr Geoff Smith
Headteacher	Simon Gent
Website	www.clainesceprimary.co.uk
Date of previous inspection	13 February 2018, under section 8 of the Education Act 2005

Information about this school

- This is a voluntary-controlled Church of England school. The school received its most recent section 48 Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection on 3 December 2019. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.
- The school does not use alternative provision.
- The school runs a before- and after-school club.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- 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 her evaluation of the school.

- The inspector met with the headteacher, other leaders and seven governors, including the two chairs of the governing body. The inspector also had a telephone discussion with a representative from the local authority.
- The inspector carried out deep dives in early reading, mathematics and computing. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector met with teaching staff to talk about the curriculum, staff workload, and the behaviour and personal development of pupils.
- The inspector also met with subject leaders for science, art and history.
- The inspector observed a selection of pupils reading to members of staff. Other pupils were heard to read their own work during lesson visits.
- To evaluate the effectiveness of safeguarding, the inspector: checked the school's single central record; spoke to senior leaders about safeguarding procedures; took account of the views of staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered a range of documents, including the school's self-evaluation and plans for improvement. Records of attendance and behaviour incidents were checked.
- The inspector observed pupils' behaviour at playtime and talked to them about behaviour, bullying and welfare.
- The inspector talked to parents after school and considered the responses to the online questionnaire for parents, Ofsted Parent View. The inspector gathered the views of pupils and staff on site through discussion with these groups and from their online questionnaire responses.

Inspection team

Marilyn Mottram, lead inspector

Ofsted Inspector

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