

Inspection of Claines CofE Primary School

School Bank, Claines, Worcester, Worcestershire WR3 7RW

Inspection dates: 19 and 20 November 2024

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils, staff, parents and carers are immensely proud of the school community and rightly so. Pupils flourish academically and personally at this warm and nurturing school. Pupils feel safe and happy in school. They enjoy learning and appreciate the many enrichment opportunities that are provided for them.

Relationships between staff, pupils and their families are strong. From the moment children join the school, behaviour is exemplary. A purposeful and calm atmosphere pervades through the school. Pupils demonstrate the school's core values of respect, compassion, courage and perseverance throughout all aspects of school life.

The school has high expectations for pupils. Pupils with special educational needs and/or disabilities (SEND) receive the support they need to access the full curriculum. This enables all pupils to live up to the high academic expectations and achieve exceptionally well.

The school plans a range of opportunities for pupils to develop as community-minded citizens. Pupils feel the school really values their views. Many take on leadership roles and share their ideas about improving the school. Playground buddies and anti-bullying ambassadors act as role models for other pupils. Pupils have an acute understanding of what is fair and right. They understand the importance of thinking of others through their charity work.

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

The school has designed an ambitious and coherently planned curriculum. It sets out important knowledge and skills that pupils need to learn. Staff use activities that engage and inspire pupils. Staff help pupils to draw meaningful links between different areas of the curriculum. This helps pupils to make connections and consolidate their learning. Staff model key vocabulary. Pupils build their vocabulary as they move through the school.

At the heart of the school's success is the shared ambition to help every pupil reach their full potential. Teachers use their checks on pupils' understanding to identify anyone who requires extra support. This ensures that pupils get the right help at the right time. The school's support for pupils with SEND is a notable strength. The school promptly identifies the needs of pupils with SEND and gives them effective support to access learning and develop independence. The 'confidence club' within mathematics lessons supports pupils who need help to keep up with the programme. Many pupils achieve exceptionally well. This is testament to the high-quality, tailored support that they receive.

The school prioritises the importance of pupils being able to read well. Staff deliver the phonics programme effectively, which begins when children start school in the early years. As pupils progress through the school, they learn to read and write with accuracy and fluency. Pupils who require additional help receive well-tailored and timely support to keep up with the programme. By the time pupils leave the school, they are highly competent readers.

Children in the early years quickly learn the routines and expectations. Children show high levels of engagement and concentration. These positive attitudes to learning continue to grow as children progress throughout the school. Pupils' attitudes to learning are highly positive, and they behave exceptionally well.

The school provides a rich range of experiences for pupils' personal development. Pupils have a strong understanding of what it means to be equal, accepted and different. The school provides a wealth of experiences to develop pupils' character, resilience and life skills that are needed to be well prepared for modern Britain. These include a broad range of educational and cultural visits and charity and community work. Such experiences enrich pupils' understanding of the world, nurturing empathy and a sense of social responsibility. Pupils know how to keep healthy through eating well and taking exercise. They have a range of strategies to support their mental health. Pupils know how to keep safe, including online.

Pupils are encouraged to attend a wide range of extra-curricular activities that allow them to explore interests beyond the classroom. There is a very high uptake because the school makes sure that there is something for everyone.

The school's motto of 'Stronger together, rooted in faith' embodies the strength of teamwork felt across the school. Staff are highly committed and thankful for the school's commitment to reducing staff's workload. Parents especially value the sense of community and nurturing support that exists in the school. They work well with the school to ensure that pupils attend well.

Governors play a highly effective role in the success of the school. They are well informed about pupils' achievement and the strength of the school's curriculum. They help to set high aspirations for all aspects of the school's work.

Safeguarding

The arrangements for safeguarding are effective.

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 special educational needs and/or disabilities (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	10343822
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	207
Appropriate authority	The governing body
Chair of governing body	Geoff Smith and Claire Green (co-chairs)
Headteacher	Simon Gent
Website	www.clainesceprimary.co.uk
Dates of previous inspection	11 and 12 October 2023, 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 Methodists 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

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and senior leaders.
- The lead inspector met with members of the governing body. Inspectors also scrutinised minutes of governing body meetings.
- The lead inspector talked to a representative from the local authority and diocese.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, computing and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- Inspectors also examined a sample of pupils' work in history, geography, English and science.
- Inspectors held discussions about the music curriculum and visited a sample of lessons.
- The lead inspector listened to pupils read to a familiar adult.
- The inspectors looked at records of pupils' attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them about behaviour, bullying and welfare.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, 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 inspectors spoke with several groups of pupils and observed their behaviour at breaktime and lunchtime.
- The inspectors met with groups of staff and considered the opinions expressed through the staff surveys.
- The inspectors met some parents at the start of the day and had regard to the views expressed through the online survey, Ofsted Parent View.

Inspection team

Cathy Young, lead inspector

His Majesty's Inspector

Shelley Reeves-Walters

Ofsted Inspector

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