

# INSPECTION REPORT

**CLEEVE PRIOR SCHOOL,  
A CHURCH of ENGLAND VOLUNTARY  
CONTROLLED FIRST SCHOOL**

Cleeve Prior - Evesham

LEA area: Worcestershire

Unique reference number: 116794

Headteacher: Mr D I Smith

Reporting inspector: Mrs Kay Cornish  
21080

Dates of inspection: 24 – 26 March 2003

Inspection number: 247692

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary controlled
Age range of pupils:	4 – 10 years
Gender of pupils:	Mixed
School address:	Main Street Cleeve Prior Evesham Worcs
Postcode:	WR11 8LG
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Appropriate authority:	The Governing Body
Name of chair of governors:	The Reverend R Evans
Date of previous inspection:	September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Cleeve Prior School, a Church of England Voluntary Controlled First School is a small school organised into three classes. There are 58 pupils on roll aged between four and ten years, with almost equal numbers of girls and boys. The number of pupils who have special educational needs is seven, which is fewer than average. One pupil has a statement of special educational need, which is average. All pupils speak English as their mother tongue. No free school meals are claimed and this is well below the average. No pupil has been excluded over the past year. Ten per cent of pupils on roll are from traveller families. Attendance is well below average with authorised absence at a high 8.2 per cent, but unauthorised absence is nil. Most children commencing at the school have experience of pre-school education. Although children on entry to the reception class usually have attainment at the nationally expected level when they begin school, the current group of children is below this level. However, numbers in the cohort of reception children are small and the range of attainment on entry to school is very wide. The school enjoys and appreciates very good support from parents and the community.

### **HOW GOOD THE SCHOOL IS**

Cleeve Prior School, a Church of England Voluntary Controlled First School is a most effective school that provides a very good and enriching quality of education, appropriate for pupils' needs. The school has high standards in reading, speaking, listening, mathematics and the creative arts. Very good teaching ensures very good learning. Pupils have very good attitudes to learning, very good behaviour and relationships, all of which underpin their very good achievements. The high quality of educational leadership and management ensures that all the talented and industrious staff constantly strive to achieve higher standards in all aspects of the school's development. The school gives good value for money. The many significant strengths of the school far outweigh those areas in need of improvement.

#### **What the school does well**

- Pupils' standards in reading, speaking, listening, mathematics and the creative arts are high.
- Teaching is very good, and at the Foundation Stage it is excellent, resulting in pupils' very good learning overall in all classes.
- The very good leadership of the purposeful new headteacher and his staff ensures that pupils' learning opportunities are of a high quality with excellent enrichment.
- The very good attitudes, behaviour and relationships in the school are ensured by the hard work and support of all staff.
- The very good links with parents and the community help to provide a most effective foundation for learning.
- Financial and daily administration are of a high standard, resulting in a calm, orderly school with good support for educational priorities.

#### **What could be improved**

- Although pupils' writing in Years 3, 4 and 5 is satisfactory overall, their personal expressive writing style and handwriting could be better.
- Weaknesses in accommodation detract from the provision for pupils with special educational needs (SEN).
- The inadequate accommodation for the Foundation Stage is cramped, creating difficulties for indoor activities, whilst its furniture is shabby and inappropriate for the age-range.
- The authorised absence figures could be better.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the previous inspection in September 1997, the school's improvement has been very good. The National Strategy for Literacy has had good implementation and the Numeracy Strategy has been implemented very successfully. The efforts of highly skilled staff, have ensured pupils' very good attainment in reading and mathematics. A full programme of long and medium-term planning ensures the very good progress of pupils' skills and very good enrichment through a wide range of extra learning

opportunities. There has been full establishment of leaders for the curriculum and a programme for them to monitor and support standards in teaching and learning. The pond has been fenced within the wild-life area. Communication with parents has been evaluated and improved. A separate, covered area for outdoor activities has been established for children in reception. A new classroom has substantially improved the learning environment for the oldest pupils and freed the hall for physical and combined activities. Improvements have been made to information and communication technology (ICT). Individual education plans for pupils with SEN are more precise and informative and the SEN co-ordinator has sufficient release time for her duties.

## STANDARDS

In 2002, the Year 2 pupil numbers were less than ten, therefore, the grades are omitted from this summary.

Although the number of pupils in each year taking the national assessments is small, over time, Year 2 pupils' reading, writing and mathematics performances exceeded the national averages for the age group from 2000 to 2002. Inspection evidence shows that standards of Year 2 pupils are well above the national averages for reading, speaking and listening and mathematics. In Year 5, pupils' attainment is similar in these areas. Writing standards in Year 2 are above the national average. In Years 3, 4 and 5, writing standards are at the national average levels. Although pupils' factual writing is often good, their personal expressive writing style, and handwriting, are below average. In Years 3, 4 and 5 there is a lack of writing complex sentences which include appropriate connectives, poetic imagery, enriched phrases and vocabulary. Older pupils' handwriting and presentation lack maturity. In all year groups there are high standards in the creative arts (art and design, music and drama), and in design and technology, and physical education. Pupils' attainment in religious education meets the recommended requirements of the Worcestershire Agreed Syllabus. Assessment of current children on entry to the reception class shows that they were overall below the expected levels nationally, although a small proportion was above. Children are likely to attain the Early Learning Goals by the beginning of Year 1, and this shows good progress. Pupils with SEN make good progress towards their individual goals and often reach average standards in reading. Higher attaining pupils receive high challenges in each year group, consistently reaching higher levels in tests. Travellers' children are very well integrated into the school and make steady progress despite their higher than average absences during the school year 2001-02. Overall, from entry in reception to the time they leave in Year 5, pupils make very good progress in learning to attain well above average standards. This shows very good improvement from the previous inspection.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils take pleasure in the welcoming and caring environment of the school and they show a very good level of interest in their lessons. A high proportion is involved with the excellent enriching activities provided extra to the curriculum.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour around the school is very good and it is particularly focused in assemblies. Pupils are courteous and play amicably together. No evidence was found of any oppressive behaviour or bullying.
Personal development and relationships	Very good, resulting in very good personal independence and maturity.
Attendance	Well below average. Although the school's procedures for encouraging good attendance are efficient, in 2001 to 2002 attendance was well below the national average. This was due to fluctuations in the attendance of travellers' children. However, unauthorised absence was nil.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Excellent	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching has a strong impact on pupils' very good learning. The quality of teaching during the inspection was all very good or better. This is a very positive picture and an improvement from the previous inspection. There are significant strengths in the teachers' expertise in all classes. Two teachers are leading mathematics teachers for the local education authority. One teacher acts as a mentor for other teachers in the local education authority, for the Foundation Stage provision. Teachers' expertise in art and design, design and technology, music and physical education is shared so that pupils in all age groups benefit. These strengths have a strong influence on pupils' achievements in the Foundation Stage and in mathematics, creative arts and physical education. The teaching of phonics for reading and spelling is very good. The teaching of the National Literacy Strategy is very good for reading and spelling, and most aspects of writing but less successful for handwriting and encouraging a fluent, personal style in Years 3, 4 and 5. The teaching of the National Numeracy Strategy is very good and occasionally excellent, particularly for number work, problem solving, and analysing and presenting data. The management of pupils' behaviour is excellent. There is very good teaching of pupils with SEN and of travellers' children, although there are difficulties because the school lacks a base for quiet withdrawal sessions. The planning of lessons and overall curriculum, is of a high standard. The teaching assistants have received good training and offer very good support for pupils. Although the teaching of a personal and expressive style and handwriting in Years 3, 4 and 5 is less successful than other English aspects of writing, reading, speaking and listening, teaching, overall, is of a high standard.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and enriching and meets statutory requirements. The implementation of the National Numeracy Strategy is particularly good. An excellent and exciting range of extra-curricular activities is provided. Teachers have improved successfully the policies and schemes of work. Planning the provision of pupils' personal writing style and handwriting in Years 3, 4 and 5 is unsatisfactory.
Provision for pupils with special educational needs	Good provision overall. There is very good teaching and support for SEN and very good organisation to give pupils full access to the National Curriculum and all activities. The accommodation and storage of resources for SEN are unsatisfactory.
Provision for pupils' personal (including spiritual, moral, social and cultural) development	Provision is good and makes a significant contribution to pupils' personal development. The quiet times for reflection in assemblies, and provision for art and music, have ensured good spiritual development. Provision for moral and social development is very good, resulting in responsible, mature pupils. Opportunities for pupils to come to an understanding of other cultures are good overall.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good. The good standard of care demonstrates that children's welfare is central to the school's ethos. All staff work hard to maintain a clean, safe and happy environment. The school's assessment procedures are good. Promotion of pupils' mature behaviour is very good.



Parents consider that the school is very good. The quality of information for parents is very good and they are accurately informed about the children and the school. Parents contribute significantly to children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The new headteacher and key staff give clear educational direction, resulting in positive management of change. There is very good, and at times, excellent monitoring and evaluating of pupils' learning opportunities, which help to improve standards. All staff work as a cohesive team, sharing their expertise most effectively.
How well the governors fulfil their responsibilities	The astute chairman of governors gives regular, constructive support. The governing body is good at fulfilling its duties. Governors are well informed and there is very good commitment to improve all aspects, particularly links with the pre-school and travellers and their children.
The school's evaluation of its performance	There is a very good development plan produced to help the school to self-evaluate. This has ensured that the action taken to meet the school's targets is very good.
The strategic use of resources	Financial and daily administration is of a high standard due to a very efficient administrator. All resources are used to full capacity. There is good use of specific grants to ensure very good staffing ratios and staff's professional development. The use of new technology to keep staff, governors and parents informed is very good. The school has excellent, attractive outdoor facilities which are used well. Best value principles are applied regularly and the school gives good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children are happy to come to school.</li> <li>• The school knows parents and children as individuals.</li> <li>• New headteacher is a great asset.</li> <li>• Calibre of experienced and caring staff.</li> <li>• Art, music and concerts help to boost pupils' confidence and personal development.</li> <li>• Improvement in sport.</li> <li>• Sensitive support of children with SEN and of travellers.</li> <li>• The bonus of small classes.</li> <li>• Reward systems greatly appreciated.</li> <li>• Links with pre-school and middle school are very good.</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated areas in the accommodation for individual and small group work.</li> <li>• A small proportion complained about the quality of tasks for homework.</li> <li>• One parent had concerns about 'lead' teachers for mathematics and the Foundation Stage being out of class occasionally, on behalf of the local education authority.</li> </ul>

Inspectors agree with all that pleases parents about the school. Inspectors' views on parents' concerns are:

They consider that the distribution, collection and relevance of homework tasks are systematic and overall effective. Pupils are very fortunate to receive the high quality teaching of 'lead' teachers for the majority of the time they are at school. In addition, the quality of temporary (supply) and part-time teaching is very good. The very good planning of learning opportunities ensures that pupils' provision does not deteriorate when the teacher is occasionally absent. Inspectors agree that there is a need for improvements to be made to the accommodation, but the school has identified this need and has set aside a contingency as a reserve.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

#### **Pupils' standards in reading, speaking, listening, mathematics and the creative arts are high.**

1. In the past, pupils have entered the reception class with standards at the expected levels nationally. They have made very good progress in learning to reach high standards, well above the national averages, in reading, speaking, listening, mathematics and the creative arts by the time they leave school in Year 5. Higher attaining pupils are challenged expertly in each year group. Pupils with SEN often attain the national average for reading and they reach their individual targets competently. The children of travellers who are on roll are fully integrated into the school so that they make the same progress towards their own targets as their classmates. Their achievement in literacy and numeracy is often good. Results of the National Curriculum tests for Year 2 over the last three years confirm these findings, and tests of pupils in each year group reflect the well above average standards. The very good learning is due to very good teaching, very good support from teaching assistants, and pupils' equal access to the concisely planned curriculum and their carefully monitored performances. The very good use of some excellent teaching expertise has a strong impact.
2. **Speaking and listening** skills are very good. By the end of Year 2, standards are well ahead of expected levels. Pupils listen carefully to the teacher, adults and each other. Many appropriate opportunities are provided for pupils to develop clear enunciation and good understanding of conversations, as, for example, when they explain clearly the sequence of a story's plot or describe the analysis they make in mathematics. By the end of Year 5, standards are well above the nationally expected levels in speaking and listening. Older pupils are articulate, confident speakers, whether being in a small group or in front of the whole school during collective worship. Pupils discuss all areas of their learning, showing a high level of understanding during discussion times. Pupils in all year groups listen very attentively in lessons and respond appropriately to the content of what they hear.
3. **Reading** standards are well above the national averages by the end of Years 2 and 5. Pupils read enthusiastically with good expression and full understanding of the printed word. Pupils confidently discuss the plot, characterisation and features of narrative in stories. Their prediction of events and awareness of recurrent themes by individual authors, are exceptional. They have very good research skills and are competent in the use of dictionaries, due to their very good awareness of phonics and their blending. Older pupils' higher reading skills of skimming and scanning are secure and help them in their research in other subjects, such as when studying 'carnivores, herbivores and omnivores'. Pupils' good skills in using phonic strategies result in their good spelling standards.
4. In **mathematics**, by the end of Year 2, standards are well above average. Pupils have a very good understanding of the value of each digit in larger numbers, even in thousands. Their flexibility in using numbers in a variety of ways when calculating is good. There are very good strengths in collecting, sorting and organising data in graphs and when using a spreadsheet in ICT. Their recorded work is logical, neat and shows a high degree of accuracy. Pupils are confident in using all four operations of addition, subtraction, multiplication and division up to, and including, hundreds, tens and units. There is very good knowledge of time, mass and capacity.
5. By the end of Year 5, standards are well above average in mathematics. Pupils use all four operations of number with a high degree of accuracy and flexibility, such as when solving problems and investigating. A high proportion of pupils is very secure when using data and analysing it, and presenting findings in a variety of graphs. Knowledge of multiplication tables, factors, fractions and decimals is very good. Pupils measure and compare angles correctly and understand about area. Higher attaining pupils know the differences in the properties of triangles,

quadrilaterals and polygons. Pupils' knowledge of capacity, mass, length, reading scales and train timetables, is very good.

6. The **creative arts** are valued throughout the school as enlightening activities to communicate ideas and emotion. There is very good enrichment through equal access to art and design, design and technology, music, and drama. Displays of pupils' work are focused and highly interactive. Pupils use a broad range of media in exciting opportunities in art, as, for example, when they make pastel pictures from given photographs of vegetation outdoors, and their computer-generated pictures mounted on matching silk prints. Drawing skills are of a high standard, showing excellence in tonality and fine-line accuracy, as shown in the Years 4 and 5 reproduction of Milton's "Paradise Lost", drawn in the style of Gustav Dore. Paints, colour-mixing and brush strokes are cleanly and carefully applied in all age groups.
7. Videos and CD recordings of pupils' past performances in music illustrate the high standards of live, group performances. There are high standards in singing, with clear entry to phrase, very good diction and accurate duration of notes. Singing is sweet, well pitched, and shows secure rhythm and memory in two-part harmonies. There is very good encouragement of soloists, who are confident and talented. Videos of the school's musical productions show good use of percussion for dramatic effect, very good use of still motion tableaux, and well rehearsed dances and acting. Standards are high, as in the beautiful rendering of a girl soloist singing, "Any Dream Will Do". In addition, pupils take full advantage of the opportunities to play recorders, string and brass instruments. Visitors to the school have included South American drumming and pan-pipe groups which enhanced pupils' performances during a whole day. On a regular basis, visiting teachers employed by the local education authority teach wind and string instruments to individuals.
8. The provision for design and technology is good, links closely to art and design lessons, and ensures further development in pupils' creativity. Pupils are expert at using a wide range of tools, malleable materials, reclaimed resources, food and construction kits. There is good development of design through drawing and modelling. Finishing skills are imaginative, as can be seen in the large papier maché masks on display in the younger pupils' class. Interesting tasks, such as designing and making small 'Joseph' coats encourage still further pupils' observations and creativity.
9. It is a notable strength of the school's curriculum that high academic standards have been attained whilst retaining breadth, balance and enrichment of the curriculum.

**Teaching is very good, and at the Foundation Stage of Learning it is excellent, resulting in pupils' very good learning overall, in all classes.**

10. Teaching is a major strength of the school and has a significant impact on pupils' learning. Teaching is founded on the very good expertise teachers have in their subjects, particularly excellence in the Foundation Stage, mathematics, art and design, music and physical education. All staff have updated their skills in literacy and ICT. A positive feature of very good teaching is in the very high expectations teachers have of pupils' academic performance, presentation and behaviour. The reinforcing of basic skills, as when, for example, techniques for building phonics are taught, ensure that pupils have very good strategies in reading and spelling. The methods teachers employ are varied and engage pupils' interest closely. The management of behaviour is excellent. There is very good use of highly effective teaching assistants and the pace of lessons is very good. As a result, pupils respect adults and co-operate willingly in their tasks.
11. Planning of lessons is very good and teaching assistants are given very good guidance and training in their deployment. Targets for pupils meet their needs closely and are well known by the pupils. Good assessment procedures are used constructively to plan following lessons, and staff analyse data from assessments carefully, in order to rectify any weaknesses. Marking of pupils' recorded work is consistent, giving clear guidance for improvement. The giving out and return of homework

is regular and parents are issued with concise guidelines. Homework has a positive effect on pupils' learning, particularly in spelling, reading and mathematics.

12. Teaching at the Foundation Stage is consistently excellent. High quality planning links learning to the Early Learning Goals and to the National Curriculum. There is a strong commitment to help children to learn through planned play opportunities and to make independent choices. This was seen during an outdoor session when children searched for picture cards hidden under bushes or on the coloured slide and, when found, matched the card correctly to a letter displayed on each of the large cut-out wooden frogs. A very supportive, charismatic teaching style and very good organisation are real strengths in the Foundation Stage teaching. Relationships between enthusiastic, interested children and the teacher, nursery nurse and other helpers, are excellent.
13. All staff work closely as a team, showing very good commitment to raising pupils' standards and in offering very good support. Team-work is a major strength of the school.

**The very good leadership of the new headteacher and his staff ensures that pupils' learning opportunities are of a high quality with excellent enrichment.**

14. The current headteacher who was appointed in April 2002, leads with well informed purpose, which has resulted in positive management of change. The delegation of managerial responsibilities to staff is expertly managed. There is excellent co-ordination of the Foundation Stage, mathematics, art and design, music and physical education. Monitoring of teaching and learning in the classroom is fully established. Much of this is enabled by staff who have particular expertise for teaching their subjects in other year groups. This has allowed monitoring and evaluating to take place, week-in, week-out. As a result, high standards are reached when the expertise is shared for the benefit of all pupils.
15. The quality of the curriculum is very good and the planning of it has been adapted to suit the needs of a small school with mixed-age classes. The school has implemented the National Literacy and Numeracy Strategies fully. An appropriate Foundation Stage curriculum is provided for reception children and a new canopy for the Foundation Stage outdoor area has enabled very successful outdoor activities to be provided, even in inclement weather. A two-year programme is used for other subjects, in older year groups, supported by Qualifications and Curriculum Authority schemes. The long-term, medium and weekly plans develop pupils' progression of skills most effectively. They are very detailed and identify aims and targets for each year group and for all subjects. There are practical suggestions for pupils' activities in lessons. Plans include comments on the teaching approach to be used, assessment criteria and resources. The development plan for the whole school focuses on aspects of the curriculum, whilst parents' comments have been invited in order to bring about a whole range of improvements, the curriculum being one of the aspects.
16. There is excellent enrichment of pupils' learning opportunities. Weekly French lessons are integral to the curriculum for all pupils in Years 4 and 5, taught by a volunteer. All pupils are taught swimming. Over a school year, the range of clubs offers experiences in recorders, football, tennis, cricket, rounders, environmental studies, ICT, orchestra, choir and drama. There are regular football matches against other schools. Residential visits include a visit to the Malvern Hills Outdoor Centre for three days and two nights. Annually, pupils participate in the 'Jesus Christ Today' celebration in Evesham. There are weekly visiting teachers for pupils learning stringed and brass instruments. Pupils have participated in a range of extra activities out of school in music and art.
17. There is a very good development plan to ensure that the priorities for improving the school are clear and implemented fully. There is very good equality of access and opportunity for all pupils to learn and achieve. Overall, improvement in the learning opportunities and its monitoring and

evaluating, has been very good since the time of the previous inspection, when they were underdeveloped and Key Issues.

**The very good attitudes, behaviour and relationships in the school are ensured by the hard work and support of all staff.**

18. The good standard of care demonstrates that children's welfare is central to the school's ethos. All staff work hard to maintain a clean, safe and happy environment. As a result, pupils enjoy coming to school and show a very good level of interest in their tasks. Pupils' behaviour in lessons and around the school is very good. Outdoor play activities show good co-operation between pupils who are provided with small apparatus during the lunchtimes, and given positive support. Relationships are very good, resulting in very good personal independence and maturity. There is very good teaching and support for pupils with SEN. They are given full access to the National Curriculum and all activities. As a result, they often make good progress. Travellers' children are made welcome to the school and despite their higher than average absence rates, they make steady progress and are well integrated. There is a governor responsible for their needs who, in addition, works closely and successfully with their parents. Success of all pupils in effort, behaviour or academic achievement is publicly celebrated in award assemblies, weekly. This ensures that pupils develop confidence and maturity.

**The very good links with parents and the community help to provide a most effective foundation for learning.**

19. Parents consider that the school is very good. They are welcomed at the school and receive very good information through the 'Cleeve Prior Crier', which is a regular newsletter, and through open parents' meetings and written reports. Parents give very good support to the school. There is a flourishing Parent/Teacher Association, which provides much-needed funding for the school's resources. The impact of parental involvement in the school is very good. Parental help in classrooms helps to enhance the provision for pupils' learning. Parents are keenly committed to the success of the school and support learning at home by encouraging their children to complete homework and carry out research tasks or practical activities, thereby reinforcing a foundation for learning.
20. Links with the community are very strong, offering excellent enrichment of pupils' learning. The pre-school supervisors visit the school with children and the reception co-ordinator attends the pre-school group during the year. The induction arrangements for parents of new children in reception are very good; parents receive a handbook and home visits are made so that all families are well prepared for a child's first experiences of school. In music and art, there have been some exciting links with the community. Pupils joined with adult villagers to stage a musical production, performed in the village hall. There are concert links with the other schools in the 'pyramid' when pupils perform together in the theatre at the Arts Centre in Evesham. A group of pupils from a middle school in Birmingham spent a day at Cleeve Prior, performing with their steel band. The school auditioned for and was accepted in, a 'Voices and Visions' promotion by the local education authority in different parts of Worcester. Pupils visited Worcester Cathedral to see their art exhibited and they sang at the Malvern Theatre.
21. There is an annual sponsored walk in the village's Conservation Trust's own woodland. In addition, pupils helped to create panels for the 'well-dressing' ceremony held locally. There have been visits to Ragley Hall, The Millennium Dome, and theatres in Malvern and Birmingham. Church links are strong and pupils take part in festivals and special events at the church. The school is such a strong fulcrum for the local community that volunteers from the village visit and help with the school's activities, and have taken pride in doing so for several years.

**Financial and daily administration are of a high standard, resulting in a calm, orderly school with good support for educational priorities.**

22. The overall efficiency of the school is very good due mainly to a highly organised and conscientious administrator. Governors receive regular statements of the budget and the school's activities from the administrator and headteacher's reports to the governors. A great deal of the school's finances has been saved by the headteacher's high commitment to teaching and through parental and community support. This has ensured that the budget is healthy and will protect small classes in any eventuality, such as a temporary lowering of pupil numbers, when families move in and out of the locality. Traditionally a large sum each year has been carried forward in case of fluctuating numbers and for improvements to be made to the accommodation and for educational priorities.
23. There has been good financial management to ensure that all previous Key Issues have been fully rectified and improvements made. Governors have identified that the current priorities to improve the education of pupils include the accommodation issues and plan to address these soon. Day-to-day financial procedures ensure a separation of functions with regular checks undertaken so that administrative systems are supportive and unobtrusive. School routines are very efficiently monitored by the school's administrator and headteacher. There is maximum use of funds, staffing, accommodation and resources. The extent to which principles of 'best value' are applied is very good. Overall, the school gives good value for money.

## **WHAT COULD BE IMPROVED**

**Although pupils' writing in Years 3, 4 and 5 is satisfactory overall, their personal, expressive writing style and handwriting could be better.**

24. Pupils' speaking, listening and reading standards are higher than their writing standards. Pupils' attainment in writing is, overall, at least satisfactory in all year groups. By the end of Year 2, pupils write with a logical fluent style and standards are above the average nationally for English. However, in Years 3, 4 and 5, older pupils' handwriting and presentation lack maturity. Although pupils' factual writing is often good in Years 3, 4 and 5, their writing style to express their own personal thoughts lacks complex sentences which include appropriate connectives, poetic imagery, enriched phrases and vocabulary. This is unsatisfactory.

**Weaknesses in accommodation detract from the provision for pupils with special educational needs (SEN).**

25. Often, pupils are supported most effectively by teaching assistants working with them in the classrooms. However, certain tasks require a withdrawal period away from the main classrooms in a small room dedicated for quiet work. The only accommodation available is located in a through walkway in the entrance area linking the classrooms to the hall and offices. This can be disruptive and prevents a good focus on tasks during busy days. In addition, SEN resources are dispersed throughout the school creating difficulties for accessing them speedily. The unsatisfactory situation leads to a conclusion that, despite the very good teaching and care of SEN pupils, their progress is good rather than very good, due to the difficulties created in the building.

**The inadequate accommodation for the Foundation Stage is cramped, creates difficulties for indoor activities, whilst its furniture is shabby and inappropriate for the youngest age-range.**

26. Although the teaching and support for children in the Foundation Stage are excellent, their accommodation is unsatisfactory. The outdoor facilities for the Foundation Stage are very good, consisting of a covered play area, a beautiful enclosed garden, and a safe grassed area large enough for climbing activities and environmental studies. The school's whole site is excellent. There is maximum use made of all these positive features to encourage children's learning of all the six areas of the Foundation Stage curriculum. However, the re-cycled classroom which houses

the Foundation Stage is too small to allow easy movement between activities. This inhibits full use of a role-play area and children's independence when using resources, particularly during art and design, and technology. Its furniture is shabby, too high, and is inappropriate for allowing children to access and return equipment easily. This delays their full personal and social development. This is unsatisfactory and a great pity in an otherwise ideal situation.

**The authorised absence figures could be better.**

27. In the academic year 2001 to 2002, attendance was well below the national average. This was due to fluctuations in the attendance of travellers' children, particularly if families moved away whilst new families' children started attending, and a period of settling in to the school's routines affected absence rates. With ten per cent of travellers' children on roll, the effects can be quite substantial. A governor has taken on the role of liaising with the travelling families and school, and is most successful in improving links. The school's procedures for monitoring and analysing attendance data are good. The local education authority's representative for travelling children has been very supportive. It is hoped that these positive influences will improve attendance figures for this year.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

28. Whilst recognising the improvements made to the school with the support of the local education authority, in order to address effectively the issues of this report, the headteacher, staff and governing body, in conjunction with the local education authority, should:
- (1) Develop pupils' personal expressive writing style and handwriting in Years 3, 4 and 5 by encouraging greater use of:
    - complex sentences which include appropriate connectives, poetic imagery, enriched phrases and vocabulary;
    - still further practising of joined handwriting;
    - extra sessions which concentrate on pupils' extended writing tasks.
  - (2) Improve the accommodation and storage of resources for the pupils who need dedicated, quiet areas to study.
  - (3) Improve the indoor accommodation at the Foundation Stage to allow for greater ease of movement between activities and more attractive, appropriate furniture which encourages greater independence.
  - (4) Seek ways to improve the attendance figures, which are well below average by:
    - continuing to benefit from the support received from the West Midlands' Service for travelling children;
    - further liaison and consultation with the educational welfare officer.



## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	8
Number of discussions with staff, governors, other adults and pupils	19

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	0	0	0	0	0
Percentage	25	75	0	0	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than twelve percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	58
Number of full-time pupils known to be eligible for free school meals	0

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y5
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	7

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	0

### *Attendance*

*Autumn 2001 to end Summer 2002*

#### **Authorised absence**

	%
School data	8.2
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

*A table showing the attainment percentages of pupils in the National Curriculum Tests and Tasks would normally be incorporated at this point. However, in view of the fact that the number of pupils*

*taking these tests in 2002 at the end of Year 2 is ten or less, this table has been omitted in order to protect pupils' confidentiality.*

***Ethnic background of pupils***

***Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	52	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	6	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

**Teachers and classes****Financial information****Qualified teachers and classes: YR – Y5**

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	15
Average class size	19.3

**Education support staff: YR – Y5**

Total number of education support staff	3
Total aggregate hours worked per week	54

*FTE means full-time equivalent.*

Financial year	2001/2002
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	£
Total income	191,360
Total expenditure	191,878
Expenditure per pupil	2,593
Balance brought forward from previous year	36,799
Balance carried forward to next year	36,281

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	58
Number of questionnaires returned	33

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	3	0	0
My child is making good progress in school.	45	52	3	0	0
Behaviour in the school is good.	38	61	0	0	0
My child gets the right amount of work to do at home.	30	48	12	6	3
The teaching is good.	64	30	3	0	3
I am kept well informed about how my child is getting on.	27	58	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	15	6	0	0
The school expects my child to work hard and achieve his or her best.	64	33	3	0	0
The school works closely with parents.	55	36	9	0	0
The school is well led and managed.	64	36	0	0	0
The school is helping my child become mature and responsible.	58	39	3	0	0
The school provides an interesting range of activities outside lessons.	48	42	6	0	3