

INSPECTION REPORT

**CLAYBROOKE VOLUNTARY CONTROLLED
PRIMARY SCHOOL**

Claybrooke Parva

LEA area: Leicestershire

Unique reference number: 120140

Headteacher: Mrs Gloria Evans

Lead inspector: Mrs Jayne Clemence

Dates of inspection: 27 – 29 September 2004

Inspection number: 266631

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	59
School address:	Claybrooke Parva Lutterworth Leicestershire
Postcode:	LE17 5AS
Telephone number:	01455 209238
Fax number:	01455 209238
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs C Stott
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

Claybrooke Primary School is a small village school serving a diverse community. The standards of pupils entering the school vary widely from year to year as the numbers of children are so small, and a high proportion of pupils with special educational needs join throughout the school. There is a high level of mobility, as approximately half the pupils start at different times throughout the school. The proportion of pupils with special educational needs is above average, and a small minority has a statement of special educational needs. The range of special needs includes moderate, specific and emotional and behavioural needs. There are no pupils who speak English as an additional language. The vast majority of pupils have a White ethnic background, with a small minority from other heritages. The percentage of pupils claiming free school meals is below average, though this does not necessarily reflect accurately the overall picture. There are no longer facilities for cooked meals at the school and all pupils therefore bring their own packed lunches. Pupils' social backgrounds vary enormously, though overall there is some significant disadvantage throughout the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22629	Jayne Clemence	Lead inspector	English, Foundation Stage, art and design, history, geography, music, religious education
9756	Kenneth Parsons	Lay inspector	
1224	Graham Todd	Team inspector	Mathematics, science, information and communication technology (ICT), design and technology, physical education, special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Claybrooke Primary School provides a **satisfactory** standard of education for its pupils. Some aspects of the school's work are good. Teaching and learning are satisfactory overall and good for children in the foundation stage, and Years 1-2. The leadership of the headteacher is satisfactory, and management is satisfactory. The school provides satisfactory value for money. The new senior management team, established since September 2003, is keen to raise standards further.

The school's main strengths and weaknesses are:

- The headteacher, senior teacher and staff create a positive atmosphere for learning where pupils behave well, have good attitudes and develop very good relationships between themselves and adults.
- Good teaching and learning in the foundation stage and Years 1-2 enable pupils to have a secure and positive start to school life.
- There is a relatively low proportion of teaching that is good or better in Years 3-6 and the pace, challenge and expectations, particularly for higher attainers is not always high enough.
- Pupils' achievements in ICT are unsatisfactory; their skills are not developed systematically and there are missed opportunities to use ICT across other subjects of the curriculum.
- Good teaching in science is having a positive impact on the pupils' learning and achievements.
- The good leadership and management of special educational needs and the foundation stage are helping to raise standards further, but the role of the senior teacher is underdeveloped.
- Accommodation is unsatisfactory overall, and hinders staff and pupils in their work.

The school has made satisfactory improvements since the last inspection, though at times the pace of change has been slower than hoped for. For just over a year, the headteacher was the only full time member of the teaching staff, as others were either temporary or part time. The headteacher has had to prioritise the most pressing issues when there have been long-term staff absences, and has taught three full days per week, as well as supporting pupils with additional needs on the other two days, in order to ensure all lessons were taught. These matters have now been resolved but as a consequence, some aspects of the school's work have taken much longer to address than originally anticipated.

STANDARDS ACHIEVED

It should be noted that the number of pupils in Year 6 at any given time is less than 10, and usually less than eight. This makes statistical analysis less indicative of standards and achievements and care should be taken in interpreting data because of small numbers and high mobility.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	B	C
Mathematics	A	D	C	D
Science	A	B	C	E

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
 Similar schools are those with similar percentages of pupils eligible for free school meals. The prior attainment grades have not been used because of the small size of cohort and high mobility factors specific to this school's circumstances.*

Achievement is satisfactory overall, and good in the foundation stage and Years 1 and 2. Most children reach the goals expected by the end of reception, and achieve well from their starting points. Standards vary widely between the year groups due to their small size, the high proportion of pupils with special educational needs who join the school at different times, and high mobility of pupils in Years 3-6 (more than 50 per cent of the pupils are new to the school in Year 6). Pupils' achievements across different subjects are, in some instances, uneven, and variable. There are gaps in some pupils' learning where there has been turbulence and long-term absence of staff in the past. Although this is being addressed now, this factor has slowed the pupils' rate of progress and achievements over time. Standards in the current Year 2 are average in English, mathematics and science. Pupils' achievements are good overall. Standards in the current Year 6 are below average in English and mathematics and average in science. Achievement is satisfactory in Years 3-6 overall, and good in science. Pupils' achievements in ICT are unsatisfactory throughout the school as their ICT skills have not been developed systematically over time. Pupils with special educational needs achieve well in all years because they are supported effectively.

Pupils' personal qualities, attitudes and behaviour are **good**. Their spiritual, moral, social and cultural development is good overall. Pupils' attendance is very good.

QUALITY OF EDUCATION

The **quality of education provided by the school is satisfactory**. Teaching and learning are **satisfactory** overall. Teaching in the foundation stage and Years 1-2 is good. Pupils are making good gains in their learning, and as a result, they are achieving well. The curriculum is satisfactory overall. Additional activities beyond lessons are good and varied and extend the pupils' education further. There is good provision for pupils with special educational needs, as they are supported systematically and effectively. Links with the community and other schools are good, and help the school extend its own resources and expertise. The care and guidance given and the links with parents are also good, and help create a positive partnership between home and school.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. Leadership is satisfactory overall. The headteacher's leadership is satisfactory, and there is a sound emphasis upon raising standards. The school's evaluation of its own strengths and weaknesses is realistic and rigorous. Management is satisfactory and strategies for monitoring standards, teaching and learning are systematic. Subject leadership is new in some instances, and there has not been the opportunity to monitor teaching, learning and pupils' achievements yet. The senior

management role of the senior teacher has not been fully developed yet, and therefore the headteacher has retained more responsibilities than is realistic or sustainable, with limited delegation to others. The work of the governing body is satisfactory because governors have a clear overview of the school and its relative strengths and weaknesses. They ensure that statutory requirements are met. Governors have taken an increasingly effective role in monitoring the school and challenging its work, and in helping to bring about the necessary improvements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils express a high degree of satisfaction. Parents particularly like the arrangements for their children to settle when they come to school, but some feel they would like more information about their children's progress and advice on how to support them. Although the inspection team judged the quality of information to parents to be satisfactory, there is clearly scope for clarifying what is realistic to expect from parents and what the school can provide. Pupils enjoy coming to school, and have very few things they would like to see changed. They feel that their views are taken seriously.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Continue to raise standards, giving priority to English and mathematics in Years 3-6 and ICT.
- Further improve the quality of teaching and learning in Years 3-6.
- Develop further the role and responsibilities of the senior teacher.
- Resolve the weaknesses in accommodation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve satisfactorily overall. Children in the foundation stage and Years 1-2, and pupils with special educational needs, achieve well. Standards are average in English, mathematics and science by Year 2. In Year 6, standards are below average in English and mathematics and average in science. Standards in ICT are well below average throughout the school.

Main strengths and weaknesses

- Children in the foundation stage and Years 1-2 achieve well and make good progress from an early age.
- Pupils' achievements are in some instances uneven and variable between subjects; historically where there has been staff turbulence and absence, there are gaps in the pupils' knowledge and learning.
- Standards in ICT are well below average for pupils throughout the school, and their achievements over time are unsatisfactory.
- The higher attaining pupils in Years 3 to 6 are not always challenged systematically.
- Pupils with special educational needs achieve well due to the effective and focused support.

- Pupils achieve well in science throughout the school due to good teaching and learning.

Commentary

1. Standards vary widely between the year groups. The small number of pupils, the high proportion of pupils with special educational needs and the relatively high mobility of pupils in Years 3-6 are reasons why any statistical analysis and comparisons of the school's results in the national tests at the end of Year 2 and Year 6 are not reliably indicators of standards and pupils' achievements. A significant proportion of pupils join between Years 3 and 6, and some of those pupils have special educational needs. This means that although standards vary between Years 2 and 6, the school is able to demonstrate that pupils achieve satisfactorily in relation to their starting points.
2. Children in the foundation stage achieve well. They make good gains and usually meet the early learning goals expected for their age. Children often enter school with relatively low level skills in speaking, listening, language and communication. They achieve well in these and other areas, because of the focused support in developing their skills systematically. Pupils in Years 1 and 2 make good gains in their learning, and develop secure strategies for reading, writing, spelling and mathematics. This gives them a strong foundation for future work as they move through the school. The school is flexible in its groupings of pupils, enabling some higher attainers to work with older pupils, specifically for English and mathematics.
3. There are gaps in some pupils' learning where there has been staff turbulence and absence. Although this is being addressed now, there has been some variability in the rate of progress between different subjects of the curriculum. Pupils' achievements, for example, in spelling, handwriting and writing, particularly in Years 3-6, are examples where the lack of continuity has led to gaps in their knowledge and skills.
4. Standards in ICT are well below average and the pupils' achievements are unsatisfactory. This is because their ICT skills have not been developed systematically over time. Resources have been inadequate for the purpose of raising standards, and opportunities for pupils to use ICT across the curriculum underdeveloped. The school is making rigorous efforts to address this weakness, though progress has been slow overall. Many pupils by Year 6 do not have the necessary ICT skills to be prepared sufficiently for secondary school, and there is much catching up required in order for them to be equipped appropriately.
5. Although standards in English and mathematics are below average by Year 6, pupils are achieving satisfactorily overall. Their achievements are satisfactory, rather than good, because higher attainers are not always challenged with sufficient rigor. All classes are mixed in terms of ages and year groups, and there is a very wide range of attainment. Higher attainers do not always have work of a higher order. Pupils' achievements in science are good and standards are average, because teaching and learning in the subject are good and effective.
6. Pupils with special educational needs make good progress towards the targets set for them. The special educational needs co-ordinator monitors their progress carefully and involves them in discussing their individual learning targets. There is a good emphasis from the headteacher upon including all pupils, regardless of their individual differences. Parents express their appreciation of this atmosphere across the school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. The school has established good moral principles and pupils' social development is good, whilst their spiritual and cultural development is satisfactory. Their attendance is very good and their punctuality is good.

Main strengths and weaknesses

- Most pupils have a positive approach to their education and are happy coming to school.
- Behaviour is good in most lessons and contributes positively to pupils' learning.
- Attendance is very good and helps pupils to have continuity in their learning.
- Pupils' relationships with other people are very positive and they respect others' views.
- The school has established good principles for pupils to distinguish right and wrong.

Commentary

7. The pupils of this school are generally pleasant young people who are a pleasure to meet. Most of them like coming to school because it is a friendly place to be; an advantage of its small size is that everybody knows everybody else within the school community. The playground is an unthreatening environment, where all who want to be are included in the games organised by the pupils themselves. Children make good progress from an early age in their personal, social and emotional development. There are very good relationships between pupils and with the members of staff. All levels of staff put considerable effort into getting to know the children. In turn, the pupils have positive attitudes to both lessons and extra activities beyond lessons. For example, in lessons pupils are able to get on with work quietly for quite long periods without direct teacher intervention.
8. The school has a behaviour policy encompassing a formal set of procedures, rewards and sanctions to encourage good behaviour. It does not provide a clear enough approach to ensure consistency in its application, although in practice the small size of the school means that the informal methods usually work well and teachers do not have to spend too much time maintaining order. However, some parents are not sure that school procedures are robust enough – a perceptive comment. The same view was expressed by parents on how bullying is handled – again a clearer policy would improve confidence and ensure consistency. Pupils' behaviour around the school is sensible, when, for example, they move around the corridors or across to the hall. There are few bullying incidents and the recently arrived reception children do not feel threatened by the school environment. No pupil has been excluded in the past year; this is a consistent trend.
9. The school provides a clear set of moral values to help pupils distinguish right from wrong. Pupils respect the feelings and beliefs of others and are able to work well as part of a group and when contributing towards a common goal; these values are fostered by the strong community spirit of the school. The good provision starts in the reception year, where children are helped to meet their personal and social goals, whilst further up the school the formal provision for personal, social and health education (PSHE), including circle times, contributes well to their development as individuals. There are appropriate opportunities for pupils to take responsibilities, for example, by serving on the school council, or as monitors, packing away the play equipment after the lunch break or distributing milk. All pupils in Years 5 and 6 have such jobs around the school. Pupils are

active in supporting a variety of charities and are concerned for others less fortunate than themselves.

10. The school provides pupils with a satisfactory range of cultural experiences. This involves a variety of visitors to the school, as well as pupils going outside the school, for example, visiting a Sikh temple or attending a drama session at another nearby school. They are prepared appropriately for life in a multicultural society, and learn respect and tolerance from an early age.
11. Attendance by pupils is very good, with most pupils rarely absent. Although the school does have appropriate procedures to encourage good attendance, for example, telephoning parents if no reason for absence is received, the main reason for this healthy picture is simply that the children want to come to school. This view is confirmed by their parents. To take just one example, the pupils in Year 4 last year had only a few days' absence between all of them over the entire school year. Records like these create a positive impact on pupils' learning and mean that they get the most from their schooling.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education for pupils is satisfactory. Teaching and learning are satisfactory overall. The curriculum is satisfactory, and the headteacher and staff ensure good care and guidance for the pupils. Links with parents, other schools and the community are good.

Teaching and learning

Teaching and learning are satisfactory overall, and good in the foundation stage and Years 1-2. Assessment procedures are satisfactory, and improving rapidly.

Main strengths and weaknesses

- Good teaching in the foundation stage and Years 1-2 is having a direct and positive impact on the pupils' learning.
- Good teaching and support for pupils with special educational needs enables them to learn and achieve well; teaching assistants focus effectively on the pupils' learning and achievements.
- Higher attaining pupils in Years 3 to 6 are not always challenged rigorously or systematically.
- The use of ICT in teaching and learning is underdeveloped.
- Good teaching in science is helping to improve standards.

Commentary

12. Teaching is judged satisfactory overall. Assessment information about the pupils is being gathered and collated more formally than previously, and although teachers have always known the pupils very well, there is a growing rigour and formality to assessment procedures and analysis of assessment information.
13. Good teaching in the foundation stage is enabling children to reach the goals expected for their age in all areas of learning. Children settle quickly because of the good routines established by the teacher, and in turn they develop positive attitudes towards school from an early age. Teaching in Years 1-2 is good and builds systematically on the pupils' previous learning. This means that their skills are developed coherently, and the teacher's thorough knowledge of individual pupils assists further in matching work closely to their individual needs.
14. The quality of teaching for pupils with special educational needs is good. The teaching assistants have clearly identified roles and areas of responsibility. They provide good support for individuals and groups of pupils, and liaise closely with the teachers. The identification and assessment procedures for pupils with special educational needs are good. Their individual education plans are good, having clear targets against which progress can be measured. They are reviewed on a regular basis and parents and pupils are fully involved in this process. The pupils are carefully monitored and the assessment records and tracking by the special educational needs co-ordinator indicate that the majority are making good progress. Records are well kept.
15. Although teaching in English and mathematics in Years 3-6 is satisfactory overall, higher attaining pupils are not always challenged systematically. The mixed-age year groups means there is a very wide range of attainment in any one class, and provision does not always ensure that higher attaining pupils have work of a higher order to develop further their thinking skills. In the very small amount of unsatisfactory teaching, weaknesses included the pace of the lesson, use of resources and match of work to pupils' wide ranging needs.
16. Teachers' use of ICT in lessons is underdeveloped, and there are missed opportunities for pupils to learn new ICT skills as a result. The quality of teaching and learning in ICT is variable and uneven as pupils move through the school. In the best examples, teaching is secure and knowledgeable in ICT. In some instances, ICT is not an integral part of teaching and learning in subjects across the curriculum.
17. Teaching in science is good overall. In the best teaching, pupils were questioned rigorously, and the good planning ensured a strong focus on developing the pupils' scientific understanding and use of appropriate scientific vocabulary. Teaching assistants make a good contribution to the pupils' scientific learning, enabling individual support to be given, particularly in practical activities and scientific investigations.
18. There is a good atmosphere for learning, where everyone is included, regardless of their differences or backgrounds. Parents and pupils say this is something they really like about the school and the teachers.

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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0	0	9	8	1	0	0
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The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

The curriculum

The pupils have access to a satisfactory range of learning opportunities. There is a good range of additional activities beyond lessons. Resources are satisfactory, though accommodation is unsatisfactory overall.

Main strengths and weaknesses

- The curriculum is enriched by a strong focus on the arts and extra activities beyond lessons; this extends the pupils' education more widely.
- There has been insufficient improvement in ICT since the last inspection; pupils are not prepared sufficiently for the next stage of their education as a result.
- The accommodation is unsatisfactory and hinders the curriculum; aspects including ICT and physical development for younger children are affected by the lack of appropriate facilities.

Commentary

19. The teachers plan satisfactorily for the National Literacy and Numeracy Strategies; with science, these subjects are now firmly established within the curriculum. Planning for the mixed-year groups in different subjects in the curriculum is satisfactory. The youngest pupils in the school, who are taught in a class with Year 1 and 2 pupils, receive a good foundation stage curriculum. Although planning for ICT has improved recently the opportunities for using computers are very limited. The school has not provided the resources and staff expertise for pupils to develop their skills, knowledge and understanding of ICT.
20. The school has enriched the curriculum well by providing good opportunities for music, art and design and extra-curricular sport. This is a credit to a small school with a small number of staff, to offer so many additional activities. The sporting activities are very popular with the pupils. The school has its own swimming pool; this is used in the summer and the first half of the autumn term, and provides very good opportunities for pupils to develop swimming techniques and skills. The school is satisfactorily developing pupils' awareness of multicultural issues; for example, a visit was made to a Sikh temple last year. Other visits to support the curriculum last year were the Black Country Museum and Leicester University's Botanical Gardens. The school receives good support from the community; there are good links with the church, and the vicar runs a rock club. The curriculum planning for personal, social and health education is good and an integral part of school life.
21. The curriculum is adapted and modified effectively to meet pupils' special educational needs and these pupils are well prepared for the next stage of their education. The school is implementing the Code of Practice well. All identified pupils have good individual education plans and are fully included in lessons. The school is formally identifying gifted and talented pupils.
22. The accommodation is unsatisfactory. Pupils in Years 3 and 4 are taught in a mobile classroom that has no access to running water. Pupils have to use toilets in the main

building. The dining room and hall have no suitable toilet facilities. The headteacher works flexibly, though in practice this means sharing with the administration office, and a small, cramped and unsuitable area as a designated space for her own use. Opportunities for pupils to use ICT are restricted because of issues over the accommodation, and the computer suite is shared with the staff room. The library is also shared with the staffroom, and although staff are flexible, this hinders teachers and pupils in the smooth working and access for learning. In addition, these factors hinder the teachers in their work as organisation of activities and resources is unduly affected. Resources, including staffing levels, are satisfactory. The facilities are unsuitable for wheelchair access.

Care, guidance and support

There are good arrangements to ensure pupils' care, welfare, health and safety. The school provides pupils with good support, advice and guidance and involves them well in its work by seeking and acting on their views.

Main strengths and weaknesses

- There are very good induction procedures to ensure that reception children have a stress-free introduction to formal education.
- Most pupils have very good and trusting relationships with their teachers.
- Pupils have access to well-informed advice and guidance when they need it.
- Health and safety and child protection procedures are effective.
- Pupils' views are valued and acted upon.

Commentary

23. The school provides a safe working environment. The governors regularly review health and safety issues. There are good risk assessments in place covering the site and also school trips. Routine safety procedures are in place, including areas such as the swimming pool. Child protection procedures fulfil requirements and are effective in practice; staff have recently had comprehensive training on current best practice and understand the school's procedures. The school works well with other relevant agencies, such as the educational psychology service, to ensure that pupils get additional help when they need it.
24. The pastoral care of pupils is good. It starts with very effective induction arrangements, giving the children entering the reception year the opportunity to come into school two afternoons a week for a full half term before joining. In this small school community, teachers and other staff know their pupils well and there are good relationships between staff and pupils; pupils are confident that there is an adult they could go to with a problem. The staff work together well, with sensitive and effective support provided for the children. Communication is informal but effective. There are good procedures in place to provide additional support for pupils with special educational needs. The children themselves look out for each other, informally, whereby older pupils look after younger ones.
25. The school's personal, social and health education programme covers a range of relevant topics and supports pupils' personal development well, including the provision of circle time, when pupils have the opportunity to discuss issues of concern to them. Currently teachers set targets for pupils based on their assessments; there is room for older pupils at least to be more involved in this process and to "take ownership" more for their own targets. One specific issue of concern to some parents is the dining room, where the strict discipline in force is felt to be oppressive; certainly there seems little need to enforce silence during what is a break from work for adults and children alike. Unusually for a school of this size, it has retained its own swimming pool, a real asset to help develop pupils' water confidence.
26. Pupils' views are taken into account through the school council, which is chaired by a school governor who feeds back issues to the headteacher. The school has responded positively to a number of pupils' suggestions. There are also regular surveys of pupils' opinions, the results of which are taken seriously.

Partnership with parents, other schools and the community

There are good links with parents, other schools and the wider local community.

Main strengths and weaknesses

- Most parents support the school and believe that it is receptive to their views and concerns.
- Parents are active in helping the school voluntarily and the parent/teacher association (PTA) provides considerable extra funds for the benefit of pupils.

- The school makes good use of the resources in the wider community to the benefit of pupils' learning.
- The information provided to parents is satisfactory but could provide a better understanding of how their children are achieving.

Commentary

27. Parents are generally supportive of the school and see it as an important part of the community. The school consults them regularly through surveys and most parents are happy that it takes due account of their views and suggestions. The school receives considerable financial support from its very active PTA. There are numerous informal links between parents and the school, though some parents think that there is room to improve communications between them and school. There is a useful newsletter, although it is not published to a schedule. Some parents have said that they would like to receive more information. Teachers are available at the end of the school day and the school has just introduced a homework diary to act as a two-way means of communication; it is too early to say whether this will address the parents' concerns but the format looks promising, with a clear list of homework for parents to see and space for their comments. Annual reports on pupils' progress are satisfactory but could give parents a clearer view of their child's attainment, linked to National Curriculum levels, and more objective targets for improvement. There are half-termly sessions for parents to come in and view pupils' work, with a weekly open session for the reception class and Years 1 and 2, as well as normal parents' evenings. Some parents help in school with activities such as sewing, craft days and even digging the flower beds. Others are willing helpers to assist with school events, which are usually well attended by parents and the wider community.
28. The school values its links with other local primary schools. There are a good number of sports fixtures with other schools, and the occasional joint activity, such as a shared bid for funds made with another school. There are good links with local pre-school groups from adjoining villages. The school is pro-active in making its swimming pool available to as many people as possible, with appropriate safety provision. There are good links with the local high school to ensure that Year 6 pupils are prepared well for their transition to secondary education.
29. The wider community supports the school well; a range of visitors come into school to speak at assemblies, whilst others support the curriculum more directly, for example, the local doctor comes in to demonstrate his stethoscope to pupils and the vicar runs the rock club, where pupils are encouraged to think about social and moral issues.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The school has satisfactory leadership, and the management strategies for raising standards are sound. The governance of the school is satisfactory, and all statutory requirements are met.

Main strengths and weaknesses

- The headteacher's leadership ensures that pupils develop good attitudes and behaviour, creating a positive atmosphere for learning where everyone is valued and respected.

- The good management of special educational needs ensures that these pupils are identified effectively and supported well.
- Good leadership in the foundation stage and Years 1 and 2 is ensuring a secure and positive start to pupils' school life.
- The role of the senior teacher in senior management is underdeveloped, and the headteacher has an unsustainable range of responsibilities; the pace of change has been slow in key areas of the school's work.

Commentary

30. The headteacher and senior manager are committed to the best for pupils at Claybrooke Primary School. They have created a positive atmosphere where pupils are encouraged and valued for their individual contributions. There is much tolerance and respect shown by adults and pupils alike for one another, based on kindness and consideration, and everyone is included as a matter of course. The staff work hard to cooperate and strive to do their best for all the pupils.
31. The headteacher currently has responsibility for many subject areas as well as the day-to-day leadership and management responsibilities. Whilst in a small school this is inevitable in some respects, the senior teacher's role is not sufficiently developed in terms of leading and managing the school. The headteacher and senior teacher have just begun to meet regularly, and more formally, though this is somewhat overdue. Subject leadership has developed since the previous inspection, though some co-ordinators still have to develop further monitoring strategies, including observations of teaching and learning.
32. The pace of change since the last inspection has been slow in some key areas of the school's work. Although there has been staff turbulence, some aspects have not been addressed swiftly enough, such as provision and resources for ICT. This has hindered the pupils' progress. Some pupils have moved through the school, and not been fully prepared for their future education as a result.
33. The governing body is ably led by the chair, and governors are holding the school accountable for its work appropriately. Some decisions, such as those for providing adequate ICT facilities, are taking too long though, and this is restricting what the school can achieve.
34. The good management of special educational needs ensures that pupils' individual needs are identified efficiently. Resources are used prudently, and additional support for those pupils is targeted strategically. The special educational needs coordinator, who is also the headteacher, is knowledgeable in providing for those pupils, and has appropriate strategies for assisting their learning.
35. Leadership of the foundation stage and Years 1-2 is good. The provision is managed efficiently and effectively, and the children, therefore, have a positive start to school life. They settle quickly and there is a coherent programme for them to follow as they move through the first years of school. This brings much continuity to their education.

Financial information for the year April 03 to March 04

Income and expenditure (£)		Balances (£)	
Total income	252,721	Balance from previous year	34,877
Total expenditure	233,644	Balance carried forward to the next	53,955*
Expenditure per pupil	3,960		

* The apparent carry forward includes the Standards Fund, and devolved capital. Almost all this has been allocated and committed for outstanding orders.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the foundation stage is **good**.

Main strengths and weaknesses

- Children achieve well in most areas of learning; the good teaching enables them to make good gains in their learning.
- Leadership is good: it is secure and knowledgeable; there is a clear vision for continued improvement.
- There is good emphasis upon developing children's basic literacy and numeracy skills, including speaking and listening, which assists them across other areas of learning.
- The curriculum is planned meticulously and activities are matched carefully to individuals' needs.
- The unsatisfactory accommodation for outside play restricts what the children can do.
- The atmosphere for learning is bright, attractive and well cared for; creating an interesting environment where children are curious to learn more.

Commentary

36. At the time of the inspection, there were only two children attending school on one day and four on the other two days at this stage. All had only started very recently. The report therefore covers those areas of learning that were observed. Children start in the foundation stage often with attainment that is below average, particularly in their communication, language, speaking and listening skills. Most children meet the early learning goals due to effective teaching and learning.
37. Children arrive eagerly and they are interested and keen to learn. The good teaching has established secure routines whereby children settle quickly and grow in confidence, showing good gains in their **personal, social and emotional development**. There is systematic emphasis upon developing the children's **communication** skills, and as a result, children speak with growing confidence and use a range of appropriate vocabulary. Activities are organised efficiently, whereby the children's **literacy** skills are developed in everyday situations. There is a wide range of mathematical resources to assist the children in their **mathematical development**. Children have many useful opportunities to use their number skills practically and purposefully throughout the day.
38. There is good leadership of the foundation stage, and a comprehensive overview of the children's individual needs. The curriculum is planned thoroughly, and in the class, where there is a very wide age range from foundation stage to Year 2, there is meticulous organisation to ensure everyone is working at the correct level of the curriculum.
39. The current lack of proper outdoor facilities limits how far children can develop their **physical** skills. Although best use is made of the available space, it is too confined for the children to move around on wheeled equipment, for example.

40. The atmosphere for learning is overwhelmingly positive and children are encouraged regularly. Words of praise are linked to specific examples of work, attitudes or effort, and there is a rapid growth in the children's confidence and self-esteem. Activities are organised efficiently and absorb the children's interest. It is clear that there are many useful opportunities for children to use their imagination in their **creative development** through carefully planned art work, focused musical activities and imaginative role play. The provision in the foundation stage has been transformed since the previous inspection and there have been very good improvements in this area of the school's work.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Good teaching in Years 1-2 ensures that pupils achieve well in those years, and make good gains in their learning.
- Teaching in Years 3-6 does not always challenge the higher attainers systematically or rigorously.
- Pupils achieve well in reading, though standards in Years 3-6 in writing, handwriting and spelling remain relative weaknesses.
- Pupils with special educational needs achieve well; targets are focused and support is systematic.
- Library facilities are cramped and the available space is not conducive to developing pupils' skills for using a library.

Commentary

41. Pupils' achievements in English are satisfactory overall, and good in Years 1-2. By the end of Year 2, standards are average compared to those found nationally. By Year 6, standards are currently below average. There are several reasons for this. In some instances, there are gaps in the pupils' learning, and there is a relatively high proportion of pupils with special educational needs who have joined the school in Years 3-6. The consistently good teaching in Years 1 and 2 is ensuring that pupils make good progress and reach average standards. Pupils in Years 3-6 have some gaps in their knowledge, for example in spelling, with some basic spelling errors being repeated in their work. In some instances, the lack of a consistent policy for handwriting and letter formation has resulted in some weakness in presentation of work. In other instances, higher attaining pupils are not always challenged consistently.
42. The good teaching in Years 1 and 2 is characterised by good pace, suitably high expectations for higher attainers and good use of time at the end of lessons to summarise learning. Where teaching is satisfactory, in Years 3-6, at times the pace of lessons becomes too slow, and higher attainers are not challenged rigorously enough.
43. Pupils achieve well in reading, and use their knowledge of letter sounds and patterns to tackle new words effectively. Many pupils use books to research information, and show genuine pleasure in reading and discussing literature. The school has rightly identified writing, handwriting and spelling as priorities for raising standards further.

44. Pupils with special educational needs achieve well because they are supported effectively, and targets for their literacy work are reflected systematically in daily lessons. The work is mostly modified appropriately, and care is taken to ensure those pupils understand and can read instructions, for example, when completing work independently.
45. Currently, the school library is in a small corner of the staffroom. This is because there is little space that would be appropriate elsewhere. The books are displayed carefully and best use is made of the space, however it is not readily accessible for pupils, and for significant periods of the day it is not available at all.
46. The subject is led satisfactorily by the headteacher, who has a comprehensive overview of the relative strengths and weaknesses in English across the school. There have been satisfactory improvements since the previous inspection.

Language and literacy across the curriculum

47. There are satisfactory opportunities for pupils to use their literacy skills across other subjects of the curriculum. There are useful links to science, for example, as pupils read, write and record their findings, and to religious education, where pupils write about their understanding of different faiths and customs. Pupils are encouraged to develop their speaking and listening skills throughout the school, though this is more prominent in Years 1 and 2.

MATHEMATICS

The provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in mathematics in Years 1 and 2 because of the good teaching and learning.
- In Years 3 to 6 higher attaining pupils are not always challenged systematically.
- Problem solving and the use of ICT are the weaker aspects of the work.

Commentary

48. Standards in mathematics in Years 1 and 2 are average; they are below average in Years 3 to 6. Inspection evidence found that throughout the school the majority of pupils are achieving satisfactorily, but achievement is good in Years 1 and 2. However, in the upper part of the school, the higher attaining pupils are not challenged enough and, therefore, are not achieving the standards they could. There is no significant difference between the achievement of boys and girls. The pupils identified with special educational needs receive good support and the work is adapted and modified effectively for them. As a result, they are making good progress with their learning.
49. Teaching is good in Years 1 and 2 and satisfactory in all other year groups. Since the last inspection the National Numeracy Strategy has been satisfactorily implemented and this is providing the structure for teachers to plan their lessons. In the majority of lessons mathematical language is well taught and teachers' lesson planning identifies words on which to focus. Where teaching is consistently good, teachers have high expectations and

the pace of the lessons is brisk. The learning objectives are written clearly on the board, shared with the pupils at the beginning of each lesson and reinforced in the plenary sessions. The result of this good teaching is that in these lessons the pupils are attentive and work hard. Assessment is satisfactory and improved tracking of pupils' progress is helping to identify weaker areas of teaching. However, not enough use is made of the information from assessments to set precise individual learning targets. The school has correctly identified problem solving and the application of pupils' mathematical skills as areas for improvement. With problem solving, pupils' main difficulty is interpreting the questions and deciding upon which operation to use. In some lessons a common weakness is a lack of pace and urgency in the teaching. For example, only in a few lessons were pupils given time limits to finish their work. In some classes there are far too many worksheets and too much reliance is placed upon the commercial scheme of work. Pupils could be working in exercise books at an earlier stage. Teaching assistants are well trained and they make a good contribution to lessons. They know the pupils well and are confident when working with small groups.

50. Subject leadership is satisfactory and the quality of teaching is monitored. A key area for improvement is the use of ICT in mathematics. Some recent progress has been made, but there was little evidence of graphs and spreadsheets being used, for example, in the analysis of data. Overall, there has been satisfactory improvement since the last inspection.

Mathematics across the curriculum

51. Mathematics is used satisfactorily in other subjects. Pupils were observed in a science lesson using stopwatches to monitor their pulse rate. In science, pupils' books show they have used simple tables to record the results of investigations.

SCIENCE

The provision in science is **good**.

Main strengths and weaknesses

- The majority of pupils achieve well because of consistently good teaching.
- Teaching assistants give effective support to pupils and help more learning to take place.
- ICT is not used enough for research and recording.

Commentary

52. Inspection evidence found current standards throughout the school to be average. Overall, pupils achieve well in science. Most pupils find science fun; they enjoy the work and are enthusiastic about the practical investigations.
53. During the inspection the teaching observed was good; this is having a positive impact on pupils' achievement. The teachers' planning reflects the strong efforts that have been made to improve investigational science. An example of the good teaching was the questioning to find out what pupils had understood and to reinforce scientific understanding and vocabulary. Key elements of the curriculum such as prediction and fair

testing are well taught. Lesson observations and the work in pupils' books show that the curriculum is adapted and modified satisfactorily for the different groups of pupils. The scrutiny of pupils' work indicates that some pupils are spending too much time writing up the results of investigations. In this respect, insufficient thought has been given to using ICT for recording; for instance, the use of tables and graphs. Opportunities for research using ICT are also being missed. Marking of pupils' work is satisfactory; the best examples explain to pupils how they can improve their work. The teaching assistants support the pupils well; they have clearly identified roles, work effectively with the teachers and provide a high level of care for the pupils. The curriculum is enriched by visits to places such as the Leicester University's Botanical Gardens.

54. Subject management is satisfactory. The co-ordinator has monitored planning and pupils' work, but has not had the opportunity to monitor the quality of teaching. There are plans for monitoring teaching and learning this year. Assessment procedures are satisfactory. The school has amassed a vast amount of data about pupils' attainment. The next stage, is to use this more effectively to inform teachers' planning and to track pupils' progress as they move through the school. There has been satisfactory improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in ICT is **unsatisfactory**.

Main strengths and weaknesses

- Standards are well below average, and pupils' ICT skills are underdeveloped.
- Recent staff training is increasing teachers' awareness of how ICT can improve the learning opportunities for all pupils.
- Assessment procedures are underused and do not track standards rigorously enough.

Commentary

55. Throughout the school standards in ICT are well below average, and pupils' achievements are unsatisfactory overall. The pupils in Year 6 are likely to leave school without the necessary skills, knowledge and understanding to access the secondary curriculum. This is because until recently ICT has not been taught on a regular basis. The work has not covered aspects of the curriculum such as control, monitoring, modelling and the use of spreadsheets. Resources have recently been improved, but even now they are inadequate and pupils have to share computers. There are issues around the accommodation for ICT that have not been satisfactorily resolved; for example, ICT is taught in the staffroom which is also used as a library.
56. Teaching observed during the inspection was satisfactory; however, teaching over time has been unsatisfactory. Currently, pupils are not working at the expected levels; they are learning skills that should have been taught in previous years. Inspection evidence shows that standards and teaching are starting to improve under the guidance of the new ICT co-ordinator. However, there is still much to do: notably the implementation of an assessment system to track pupils' progress, identify the areas for improvement and record their achievements.

57. The management of ICT is satisfactory. The subject leader is relatively new in the post, and has already grasped the range of issues that require urgent action. The co-ordinator is knowledgeable and able to give effective help and support. Since her appointment, satisfactory progress has been made in developing curriculum planning, auditing resources and commencing the training of staff. Further training is planned for staff in areas such as control, monitoring and the use of spreadsheets. Training is also required in aspects such as the Internet, data logging and use of the digital video camera and microscope. Overall, there has been insufficient improvement since the last inspection.

Information and communication technology across the curriculum

58. The use of ICT is starting to be planned in different subjects, but this work requires much more emphasis. A good example was observed during the inspection when pupils in Years 3 and 4 were doing an Internet search for information about teeth. In mathematics, pupils were using a new program to support the work about digital and analogue time.

HUMANITIES

Religious education was inspected in full and is reported below. History and geography were not inspected.

Religious education

The provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are developing a growing understanding of all major world faiths because of the breadth of the curriculum.
- There is good promotion of pupils' self-esteem and care for others.
- Assemblies encourage spiritual development and an ethos where all pupils can grow, flourish and respect one another, regardless of individual differences or backgrounds.

Commentary

59. Standards are close to the requirements of the locally agreed syllabus by Year 6, and pupils' achievements are satisfactory over time. There was insufficient evidence to evaluate standards in Year 2. The pupils are able to discuss key themes of major world faiths, and there is a range of appropriate artefacts and resources that help them in their understanding. There are visits to places of worship, such as a Hindu Temple and Mosque, as well as close links with the local church.
60. The quality of teaching and learning is satisfactory overall. Teachers demonstrate a sound knowledge in the subject and there are sensitive explanations of peoples' beliefs and customs. Pupils have satisfactory opportunities to discuss their ideas and make observations and comparisons about their own and others' viewpoints. There are sound opportunities for pupils to use their literacy skills, for example, through reading materials and recording their work.
61. The subject leadership is satisfactory. There is a comprehensive overview of the subject and a clear understanding of its future direction. The use of ICT as an integral part of the

subject is underdeveloped. Improvements since the last inspection have been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education was sampled. Art and design, music and design technology were not inspected.

62. Although art and design was not inspected, it was clear from scrutiny of the artwork around the school that pupils are producing quality work in this subject. For example, there is a fine tree in the hall produced by pupils using a range of art techniques to celebrate the millennium.
63. **Physical education** was not inspected in full, but a swimming session was observed. Good teaching was observed, with clear and secure knowledge of the subject. The teaching team was efficiently deployed to ensure challenge for higher attainers and appropriate support for those pupils less confident in the water. The school has a strong tradition of participation in a wide range of sporting and athletic activities, and useful links with the community, for example with coaching football and hockey.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship was sampled.

64. The school has a positive and caring atmosphere where pupils' personal, social and health education is considered carefully. Circle time, where pupils reflect on their personal thoughts and feelings, and the school council help pupils to express their views and opinions in a sensitive and safe environment. Pupils learn from an early age that they are respected and valued, regardless of their differences or backgrounds. Pupils learn to look out for one another both in and around school and in the playground. This atmosphere creates a genuine sense of family and harmony throughout the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

