



Clawton Primary School

Inspection Report

Unique Reference Number 113143
LEA Devon
Inspection number 279103
Inspection dates 5 May 2006 to 5 May 2006
Reporting inspector Stephen Lake AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Clawton
School category	Community		Holsworthy
Age range of pupils	4 to 11		Devon EX22 6QN
Gender of pupils	Mixed	Telephone number	01409 253618
Number on roll	49	Fax number	01409 253618
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	16 October 2000	Headteacher	Mr Chris Wright

Age group 4 to 11	Inspection dates 5 May 2006 - 5 May 2006	Inspection number 279103
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small rural school with a falling roll. This year it has reduced from three classes to two. The percentage of pupils entitled to free school meals is average, as is the percentage of pupils with learning difficulties and/or disabilities and the percentage of pupils with English as an additional language. The proportion of pupils from Traveller families is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Clawton Primary is a good school with some outstanding features. The inspection agrees with the school that overall effectiveness is good. Children in the Foundation Stage achieve good standards and benefit from good provision especially the improved provision for outdoor play.

Pupils' attainment is above average by the time they leave the school and particularly high in mathematics. Pupils achieve well as a result of the good teaching. However, they could do better in writing, especially in Years 1 and 2. Pupils' personal development is good and their behaviour and attitudes to school are outstanding. Pupils' spiritual, moral and social development is very good. Their cultural development is satisfactory but they need to develop a better understanding of other cultures.

Pupils really enjoy being in this school. The good quality curriculum provides a rich and interesting experience for them and is enhanced by the very good range of clubs and visits. The school cares for pupils well, progress is monitored carefully and pupils feel very safe.

Leadership and management are good. The headteacher provides very good leadership and knows the strengths and weaknesses of the school well. There are good procedures for monitoring and evaluating the school's effectiveness, but strategies to improve writing require more careful monitoring. Governors are very involved in the school and know it well. They are proactive in bringing about improvement and manage the budget very well. The school provides good value for money and, based on progress since the last inspection, has the capacity to continue to improve further.

What the school should do to improve further

- Continue to improve the quality of writing across the school.
- Monitor closely the impact of strategies used to improve writing.
- Improve pupils' understanding of other cultures.

Achievement and standards

Grade: 2

All pupils, including those with learning difficulties, achieve well during their time in this school. The small number of pupils entering the school each year causes significant variation in achievement from year to year. In a typical year, children enter the school with broadly average skills which are generally above average when they enter Year 1. Children in the Foundation Stage make particularly good progress in their personal and social development, showing a real interest in learning.

Although there is considerable variation in standards on entry from year to year, pupils who spend all their time in this school achieve well. In the current Year 6, standards have improved from average to above average although standards attained in writing could be better. Pupils achieve very well in mathematics, where attainment was

extremely high and in the top five per cent in the country in 2005. In Year 2, standards have improved from below average to average.

The school sets challenging targets and meets them. The detailed analysis of pupils' performance has identified the need to improve standards in writing and suitable strategies are in place although it is too early for the full effects of these to be seen. Pupils achieve well in areas of learning not subject to national testing. They do particularly well in information and communication technology (ICT), dance and physical education. Despite the small size of the school, pupils enjoy a good degree of success in sports competitions with other schools.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Their attitudes to learning are outstanding. They really enjoy school and attendance is above average. Pupils say that they really like the many interesting things that they do and the way their teachers help them.

Pupils' excellent behaviour, their concern and care for one another and the insight that they show in their music, dance and poetry show that their spiritual, moral and social development is very good. Their cultural development is satisfactory but they do not have a good enough knowledge of other cultures.

Pupils have a healthy lifestyle. They keep fit and eat healthily. Pupils have a good understanding of how to be safe. For example, the school council made good suggestions on how governors could make the car park a safer place.

Pupils make a good contribution to the school and wider community through participation in the school council, the way in which they support younger pupils as playground buddies and reading partners and their involvement in village activities. Pupils' active participation in the running of the school and the skills and confidence that they gain in this supportive atmosphere provide them

with a good basis on which to develop their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The good quality of teaching is a key factor in the good learning that takes place. During the inspection, lessons observed ranged from good to outstanding. Teachers work hard to provide lessons that really motivate and stimulate the pupils, making full use of their good knowledge of their subjects. This results in enjoyable lessons in which pupils are keen to learn. Teaching assistants provide good support to pupils and work closely with teachers. Teachers assess pupils well and plan work that matches closely the needs of individual pupils. Good opportunities are provided for pupils to develop independent learning skills.

Teachers make good use of ICT to support learning across many subjects. Pupils' learning is enhanced by the confidence with which they work on computers independently and in small groups. The learning skills that pupils develop not only contribute well to the standards that they achieve but are also key skills for the future workplace.

Curriculum and other activities

Grade: 2

The good quality curriculum makes very good use of links between subjects that contribute well to the good achievement of pupils. Following the move from three classes to two, the curriculum has been reviewed to ensure that all required elements are covered. A recent initiative to improve pupils' writing through a project involving video and ICT is starting to prove successful, although more use could be made of other subjects to improve pupils' writing. The curriculum for children in the Foundation Stage is improved by the opportunities provided by the new covered area for outdoor play.

Good opportunities in sport, music and dance are extended by a very good range of extra-curricular activities that is impressive for such a small school. A particularly innovative part of the curriculum is the project to support Traveller pupils through the use of a laptop computer that can log in to the school website to send and receive work.

Care, guidance and support

Grade: 2

The very good knowledge that the school has of its pupils enables staff to provide good care and support. The school places a strong emphasis on safety and carries out regular risk assessments. These were particularly thorough during the building of the new hall. Child protection procedures are effective and suitable checks are carried out on people working in the school. Pupils say that they feel very safe in the school.

The detailed and effective system of recording pupils' progress is used well to provide challenging targets for pupils. Most marking provides good guidance to pupils on how to improve their work but guidance to pupils on how to improve their writing is less consistent. This is a factor in the lower achievement noted in writing, especially in Years 1 and 2. Pupils with learning difficulties receive good support to enable them to be fully involved in lessons

Leadership and management

Grade: 2

Good leadership and management are central to the success of this school. The quality of school self-evaluation is good and promotes improvement well. The views of parents and pupils are taken into account and appropriate action taken. The headteacher shares his clear vision of how the school can improve with other staff and with

governors, resulting in an effective team driving the school forward. The school has identified the need to improve pupils' writing and already started to work on suitable strategies. However, the effects of these strategies are not monitored rigorously enough.

Governors manage the budget very well. They responded well to the challenge posed by reducing from three classes to two but also considered the effect upon the curriculum and standards. They have, this term, provided an additional teacher for one day a week to support the curriculum and enable more time for the headteacher and subject leaders to monitor the effect of the recent changes.

The whole school has responded to the identified need to provide additional buildings to support curriculum development, and the project has been managed within a very tight budget. The good leadership and management are enabling the improvements taking place, and the capacity to improve further is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making me welcome when I visited your school. I really enjoyed talking to you and learning what you think about your school. You told me that you enjoy school and like the interesting work that your teachers give you. I certainly agree with you. Yours is a good school and you help make it that way.

I found that by the end of Year 6, you are doing better than in most schools. The standards of your work are above average and you make good progress in your learning. In mathematics you do very well indeed. I think that you also do well in information and communication technology and physical education. I enjoyed the dance that you were rehearsing very much. Your behaviour and enthusiasm to learn are outstanding and help you learn well. You show a lot of respect for each other and I was impressed by the way you help each other.

I think that your teachers do a good job and make your learning enjoyable. You have a lot of visits and activities after school that help your learning. You know how to stay healthy and safe and all that you learn prepares you well for when you leave school.

Your school looks after you well and checks on learning regularly. Your headteacher and governors run your school well. I was very impressed by the way they have worked with your parents to build the new hall for you.

In order to help you become even better I have asked your teachers to help you improve your writing and help you learn more about other cultures.

I wish you well in the future.