



Cliddesden Primary School

Inspection Report

Unique Reference Number 115877
LEA Hampshire LEA
Inspection number 279692
Inspection dates 24 April 2006 to 25 April 2006
Reporting inspector Bernice Magson AI

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

Type of school	Primary	School address	Cliddesden
School category	Community		Basingstoke
Age range of pupils	4 to 11		RG25 2QU
Gender of pupils	Mixed	Telephone number	01256321571
Number on roll	107	Fax number	01256333628
Appropriate authority	The governing body	Chair of governors	Father Clive Parnell-Hopkinson
Date of previous inspection	14 February 2000	Headteacher	Miss Amanda Harrison

Age group 4 to 11	Inspection dates 24 April 2006 - 25 April 2006	Inspection number 279692
-----------------------------	-------------------------------------------------------------	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small rural primary school in Cliddesden, close to the town of Basingstoke. Most pupils are of white British heritage. Pupils are taught in mixed-aged classes. Significant numbers of pupils join or leave the school other than at the usual times. The number of pupils with learning difficulties and disabilities is below the national average. The school has received a School Achievement Award and Basic Skills Award in the last three years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection agrees with the school's judgement that it is a good school and offers good value for money. Pupils achieve well in response to good teaching. By the age of eleven, pupils attain well above average standards, from average attainment on entry. Pupils make steady progress in the Foundation Stage and reach expected goals by the end of the reception year. Although pupils achieve well in many areas by the age of 7, some more able pupils are not achieving the high standards in writing of which they are capable. Pupils with learning difficulties and disabilities achieve well, because of good targeted support.

The headteacher provides a clear direction for the school. Parents speak highly of her dedication and value the contribution she makes to their children's personal development. Staff are supportive, ensuring that pupils grow in confidence. Pupils' enjoyment of the school has resulted in improved attendance, good behaviour and positive attitudes.

The quality of teaching is good. In most lessons teachers have good subject knowledge, deliver lessons confidently and with a good pace. There is skilful questioning of pupils of differing ages and abilities. Occasionally, when pupils are taught across key stages, the tasks set are not matched sufficiently to pupils' capabilities. Teachers mark their pupils' work conscientiously and set them targets but these are not always sharp enough to help pupils make rapid progress.

Leadership and management are good. There has been good improvement on issues identified in the last inspection. The school is well placed to improve further. Governors have a good understanding of the school's strengths and weaknesses. However subject coordinators do not play a full enough role in school improvement, because they do not monitor teaching and learning sufficiently in order to raise standards.

What the school should do to improve further

- Raise standards in writing by Year 2, particularly for the more able pupils
- Improve the quality of marking and target setting so that pupils are clear about how to improve
- Ensure that subject coordinators play a full and effective role in monitoring teaching and learning in order to raise standards

Achievement and standards

Grade: 2

Achievement is good and standards are above average. When pupils join the school their attainment is average. They make steady progress through the reception year and reach expected goals by the start of Year 1. Results in national tests show that pupils make satisfactory progress and standards are average by Year 2. The school gives close attention to improving writing skills, although the more able pupils do not achieve the standards of which they are capable by the age of 7.

By Year 6 standards are well above average and the achievement of pupils over time is high. Consistently, pupils achieve challenging targets set by the school. Standards in science are well above average over time; all pupils achieve national expectations and beyond. In 2005, a significantly higher proportion of pupils than nationally achieved the higher level 5 in science and mathematics. In English standards also show good improvement.

Pupils with learning difficulties and disabilities make good progress and meet the targets in their individual education plans. This is because their needs are assessed well and good support is given.

Personal development and well-being

Grade: 2

school; their attendance is very good and improving. They participate enthusiastically in lessons and behave well. Pupils are cooperative and are keen to share their ideas with others. Skills of independence develop well. Pupils appreciate the opportunity to express their views about school improvement in questionnaires and discussions. The recently formed school council is eager to influence the school's development. There are many opportunities to consider health and safety issues and pupils are well aware of personal safety and the benefits of healthy exercise. They are confident that staff will deal promptly with any incidents of bullying and racism. Spiritual, moral, social and cultural development are good. Pupils have a good understanding of major world faiths and a good sense of responsibility in the wider community. They give good support to charities. Currently they are collecting shoes for a Salvation Army appeal. Pupils take a keen interest in national and international events and give good consideration to the traditions and cultures of other parts of the world. This helps to prepare them for their next stage of education and their later working lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. In the best lessons teachers have good subject knowledge, deliver lessons confidently and with a good pace. Because teachers have high expectations, pupils make rapid progress overall. Specialist teachers provide focused teaching in physical education, art and music and their enthusiasm encourages pupils to learn quickly. Links with a specialist college is engendering a keen interest in dance. Pupils have good opportunities for independent learning. There is skilful questioning of pupils of differing ages and abilities. Sometimes sufficiently challenging activities are not provided in writing in the classes where pupils of different key stages work together. All teachers are successful in developing relationships with pupils and this contributes to the good behaviour and positive attitudes to learning. Teachers have a good understanding of the needs of individuals. Learning assistants provide focused support as necessary, particularly for pupils with learning difficulties and

disabilities. The quality of marking varies and, on occasions, does not show pupils how to improve their learning. Similarly, although pupils are given targets for improvement, these are too broad and do not always give pupils sufficient guidance.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad, balanced and enriched by many additional activities, including many extra curricular clubs. Pupils benefit from many visits and visitors, including residential visits. In literacy and numeracy, a well structured programme of additional support helps less able pupils. However, in Years 1 and 2 there are fewer activities in literacy to extend the more able pupils. The curriculum for reception pupils is well planned and is enhanced by the use of an outdoor learning area, which encourages pupils' imagination, social skills and independent learning. There is good provision for information and communication technology (ICT) and a good programme for personal, social and health education, including appropriate provision for sex and drugs education. Satisfactory links exist between subjects. Provision for pupils with learning difficulties is good.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pastoral care is strong and enhanced by good provision from outside agencies. Inspection evidence agrees with the positive views of parents that their children are well looked after. All staff know each child. As one parent said, 'The school is like a big family, where all pupils' needs are known and catered for'. Record keeping is comprehensive ensuring that there is careful monitoring of pupils' personal and academic needs. Special attention is given to meeting the needs of pupils with learning difficulties and disabilities. There are effective systems of risk assessment and good procedures in place for child protection and health and safety.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has high expectations and is very effective in her leadership and management. Parents recognise her influence and are very satisfied with the school. The headteacher has a good understanding of the school's strengths and manages its shortcomings skilfully, efficiently focusing personnel and resources for best results within a small school setting. The headteacher and governors have developed a strong partnership. They have ensured good improvement on the key issues of the last inspection, effectively raising standards. The recent extensions of classrooms, staffroom and administrative areas are providing a better learning environment for pupils and staff. Governors fulfil all statutory duties. The school has a good capacity to improve further.

Financial management is good. Financial plans are well conceived and based on a strong budget. Recent improvements in accommodation have all been planned and

costed efficiently. The self evaluation and good strategic planning by the headteacher and governors have enabled good improvements in the curriculum and staffing. There is an extensive process of consultation in preparation of the improvement plan, involving pupils, parents, staff and governors. An analysis of assessment information ensures that funds are used well to target weaknesses and to set challenging targets to maintain the high standards.

Subject coordinators have satisfactory skills of leadership and management. Leadership and management of ICT are good and effective in raising standards. However, in other subjects, coordinators do not have sufficient opportunity to monitor teaching and learning rigorously.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--------------------------------------------------------------------------------------------------------------	-----------------------	--------------

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	3	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	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	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

Children

Thank you for being so friendly and welcoming during my visit. I enjoyed meeting you and hearing about the many interesting activities which you are involved in. I hope that the recent residential visit for Year 4 went well. This letter is to tell you about what I found out about your school.

These are the things I liked the most: * You enjoy school and are keen to learn * You behave well and help to make your school a safe and happy place * You are achieving very good standards by the age of 11, especially in science * You have a good interest in national and community events

To help your school improve and become even better, I have asked your teachers to: * Help you understand what to do to next so that you learn as quickly as possible * Ensure the more able pupils in Years 1 and 2 are challenged to do your best work in writing * Check your progress more frequently and suggest ways to make teaching and learning more interesting I wish you all the very best in the future.

Yours sincerely

Bernice Magson

Lead inspector