



Clent Parochial Primary School

Inspection Report

Unique Reference Number 116796
LEA Worcestershire
Inspection number 279903
Inspection dates 17 October 2005 to 17 October 2005
Reporting inspector Barbara Crane RISP

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

Type of school	Primary	School address	Bromsgrove Road
School category	Voluntary controlled		Holy Cross
Age range of pupils	4 to 11		Clent Stourbridge, West Midlands DY9 9QP
Gender of pupils	Mixed	Telephone number	01562 730668
Number on roll	89	Fax number	01562 731 910
Appropriate authority	The governing body	Chair of governors	Mrs S Muggeridge
Date of previous inspection	21 March 2000	Headteacher	Mrs Barbara Turner

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This Church of England Voluntary Controlled Primary school is smaller than most schools. Very few pupils come from a minority ethnic background. Most pupils come from homes where the social and economic circumstances are favourable. Children's attainment when they start at the school varies from year to year but is best described as broadly average. The proportion of pupils with learning difficulties or disabilities is currently above average with numbers growing in the last two years. This was a first school until 2003, but became a full primary school in September 2004, when pupils stayed until the age of 11. A large number of pupils join the school at times other than the usual starting point in Reception. In the current Year 6, just over half of the pupils did not start at the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This school is a happy and vibrant place where pupils get a good quality education. It gives good value for money. Inspectors and the school agree that overall effectiveness is good and pupils achieve well. A good start is made by Reception children because teaching lays a firm foundation of basic skills and promotes children's confidence and independence in learning. Good teaching in later years builds on this early success. Pupils' progress is very good in reading throughout the school and good in other aspects of their work, overall. Standards are good by the time pupils leave the school. Pupils with learning difficulties and disabilities get appropriate support to make consistently good progress. The school has rightly identified, however, that whilst pupils' progress is good, and often better, a few of the older pupils should be achieving more consistently. These are mainly more able pupils in mathematics and average and more able pupils in writing in Years 3 to 6. Pupils' personal development is outstanding and they have very positive attitudes towards school. The school works very well with parents and others to help pupils' learning. Leadership and management are good. The school knows what it needs to do next and has identified areas where pupils' achievement is not quite as good as it should be. The school's leaders know which aspects of teaching need to improve because they have checked on what is happening. This means that the school is in a good position to deal successfully with its difficulties. Improvement since the last inspection has been good and there is good capacity to further improve.

What the school should do to improve further

- Ensure there is more consistent progress made by the few more able pupils in mathematics, and average and more able pupils in writing in Years 3 to 6.

Achievement and standards

Grade: 2

Children join the school with generally average standards. Reception children's progress is good. They quickly respond to the clear expectations of behaviour and daily routines of work and they make good progress in all areas of work and personal development. This good achievement sets them up well for future success. By the time children start in Year 1, standards are above average. Pupils' progress in the later years is good and for many, it is even better than this. Achievement in reading is very good for all age groups and abilities. The school knows the capabilities of different year groups well and sets challenging targets, which are mostly met. Progress is good for nearly all pupils in Years 3 to 6, but a few should be doing even better in mathematics and writing. Their rate of progress does not quite match that of others. The school has identified these pupils through its good system for tracking individual performance. Pupils' current standards in English and mathematics are above average, and higher than those reflected in the results of tests taken by the Year 6 pupils in 2005.

Personal development and well-being

Grade: 1

The school feels that pupils' personal development is good but the inspection found it to be outstanding. The school makes excellent provision for pupils' spiritual, moral, social and cultural development. Pupils come to school ready to work and look forward to being with their friends. They say that they enjoy lessons because there are interesting things to do and they can use their initiative. Many take part in the activities outside the normal school day. Pupils work happily together and react quickly if someone needs help. They are proud of their achievements. Year 5 pupils, for example, were very keen to show the multi-media presentations they had made after visiting a water treatment works. Levels of attendance are high. Pupils' behaviour is exemplary in lessons and at playtimes. They are pleased that good behaviour, like good work, is recognised and rewarded. The school's very effective anti-bullying policy results in pupils saying that bullying is very rare at the school and they have confidence that adults will deal with it if it arises. Pupils feel safe. They receive very good guidance in safety education and the features of healthy lifestyles. Pupils accept responsibilities with maturity, for example, in devising class rules and following them. They have a strong voice in what happens and some have attended a meeting with teachers and governors to discuss the future use of the school grounds. Many pupils have the opportunity to serve on the School Council and so have a direct effect on improving the environment for learning. Pupils are successfully acquiring good basic skills in literacy and numeracy and information and communication technology (ICT) will serve them well in the future.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and promotes pupils' good progress. This is because, on most occasions, it meets the needs of pupils of all abilities and fosters an enthusiasm that creates a lively atmosphere in classrooms. Relationships are very good and pupils want to learn. Parents appreciate the lengths the staff go to in helping Reception children to settle into school life. Reception children do well because teaching takes account of the children's various starting points and builds their self-esteem. As a result, children happily put what they have learned into practice in an interesting range of activities. In other years, teaching usually makes good use of what assessments show about the pupils' capability and teachers are clear about the next steps that need to be taken to move pupils on in their learning. A very good feature of teaching for Years 1 and 2 pupils is the consistency of expectation between the classes. There are times, however, when the pace of learning for a few more able pupils in mathematics, and average and more able pupils in writing in Years 3 to 6, slows down. This is because teaching occasionally expects too little of these pupils. Planning to meet the needs of pupils with learning difficulties or disabilities takes good account of what needs to be done next so that these pupils meet with success. Good planning to meet these

pupils' needs increases the effectiveness with which teaching assistants can provide support for pupils' learning. Particularly good reference is made to the local environment in stimulating curiosity and learning.

Curriculum and other activities

Grade: 2

There is a good, varied curriculum that keeps pupils interested in what they are doing. Throughout the school, detailed planning ensures that pupils make links between what they learn in different subjects. Learning opportunities are generally matched well to pupils' capabilities. There is a strong and effective focus on basic skills of reading, writing, numeracy and ICT. Pupils are excited by the possibilities of using computers and have good access to the new resources. A start has been made in raising standards further for some pupils in mathematics and in writing skills. Pupils' learning is enriched by French and all have the opportunity to play the recorder. A wide range of additional activities includes artists in residence, visiting dancers and musicians and residential visits. For a small school, there is a particularly good range of activities outside school hours. Musical and sporting activities are very popular with pupils. Opportunities are also provided for the best musicians to progress to play in the orchestra for local schools.

Care, guidance and support

Grade: 2

The school knows its pupils well. Pupils who start at different points are helped to settle in quickly and feel that they are part of the school community. There is good level of care for pupils so that they feel secure and well looked after. There are plenty of activities through which pupils learn how to keep safe, such as courses in cycling proficiency for the older pupils. All adults show a high level of concern for pupils' welfare and readily help them when they face difficulties. Arrangements for child protection are sound. There is good attention to health and safety issues. There is very effectively organised support for pupils with special educational needs that leads to these pupils making good progress. Advice from agencies outside the school is built into planning and is well used to improve teaching for these pupils. The school works well with parents, keeping them well informed about how they can help with their children's learning.

Leadership and management

Grade: 2

The school is well led and managed and the staff work well together as a team. The headteacher provides a clear vision that is shared by everyone in the school so that there is a strong sense of community. An equal priority is given to ensuring that pupils are happy at school and also do their best in their work. The school has embraced the challenges surrounding the provision for teaching a wider age range well. Self-evaluation is good. Leaders and managers focus their energy on important things

and keep a careful watch on what needs to be done to further raise pupils' achievement. People know what to do next and how they will contribute to bring about the success of initiatives. The school uses its analysis of data, observations in classrooms and other checks on pupils' performance well to identify where things need to improve and has already identified the main priorities for improvement in mathematics and writing.

While some of the initiatives necessary to deal with these priorities are not yet firmly established, the school has a good track record of bringing about necessary change. Good parental consultation has led to a better organisation of parents' evenings. Positive steps are also being taken to set up an after school club in accordance with parents' wishes. Governors have a good grasp of what the school is aiming for and why certain areas have been identified to work on next. There has been good improvement since the last inspection. Standards have improved in the presentation of pupils' written work. Much better resources in ICT and opportunities for pupils to use computers are major steps forward.

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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?	1	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	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	NA
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	NA
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	NA
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 giving us such a warm welcome when we visited your school. We enjoyed talking with you about what you do.

We were pleased to hear that you like coming to school, being with friends and taking part in lots of different activities. We are glad that you can talk to adults if you have problems. Your teachers and the other grown-ups do a good job in making sure that you are safe at school and also in helping you to live healthily. You behave very well and get involved in changing things for the better because the grown-ups ask you for your opinions.

We think that the teachers and other adults work hard to help you do well in your work and to make your lessons interesting. The people who are in charge of the school know what to do to make things better for you. We have asked them to make the work a bit harder for some of you in mathematics and in writing.