



# The Claypole Church of England Primary School

## Inspection Report

**Unique Reference Number** 120544  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280837  
**Inspection dates** 3 May 2006 to 4 May 2006  
**Reporting inspector** Mrs. Lynne Blakelock LI

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

<b>Type of school</b>	Primary	<b>School address</b>	School Lane
<b>School category</b>	Voluntary controlled		NG23 5BQ
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01636626268
<b>Number on roll</b>	169	<b>Fax number</b>	01636 627997
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Ian Phillips
<b>Date of previous inspection</b>	1 February 2000	<b>Headteacher</b>	Mrs. Heather Burns

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average school which serves the village of Claypole and surrounding areas. It is a growing school. Almost all pupils are from a White British background and speak English as their first language. The proportion of pupils entitled to free school meals is well below average. There is a smaller than average number of pupils with learning difficulties and disabilities. When children enter the school, their knowledge and skills are better than those expected nationally. The school was recently awarded the Basic Skills Quality Mark. It is housed in a new building as a result of a private funding initiative.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

The school views its effectiveness as good, but the inspection team judges it as satisfactory with a number of good features. Pupils enter the school with above average knowledge and skills for their age. They attain above average standards overall throughout the school and the progress they make is satisfactory. The exception in attainment is standards in writing at the end of Year 2, which are average. The quality of teaching and learning is satisfactory overall, including in the Foundation Stage, with instances of good teaching. The work pupils are given, however, often does not provide appropriate challenge and this restricts progress. Marking of their work is inconsistent in helping them know how to improve. Monitoring of pupils' learning has become more effective and children now have, and know, their own targets. The curriculum is good. This is a happy school which extols traditional values. Pupils enjoy being here. They feel safe and are well cared for. They have positive attitudes to learning. A full and varied programme of enrichment activities adds to their learning experiences, enabling them to extend their skills and interests. This includes the orchestra which is a good feature of the school. Parents are very supportive of the school and work with the staff to promote their children's learning. The recently established school council is providing a good forum for pupils to air their views and offers increasing opportunities for responsibility and leadership. Leadership and management of the school are satisfactory. The headteacher and her deputy understand the school's strengths and the steps they need to take to secure improvement. There are relevant plans to check teaching and learning even more rigorously. Improvement since the last inspection has been satisfactory and there is good capacity to improve further. The school provides satisfactory value for money.

### **What the school should do to improve further**

- Ensure that the work given to all pupils is at the right level for them to make as much progress as they can.
- Ensure that the marking of work makes clear to pupils how they can improve.
- Further develop the monitoring of teaching and learning in order to give a clear picture of the developmental needs of the school.

## **Achievement and standards**

### **Grade: 3**

The standards pupils reach as they go through the school are above average. The progress they make is satisfactory. When children start school, their attainment is higher than most children of a similar age nationally. They make satisfactory progress in the Foundation Stage across all areas of learning and do especially well in speaking and listening skills. Almost all achieve their early learning goals and many exceed them. Standards at the end of Year 2 in 2005 in reading, writing and mathematics are above average overall. They are less good in writing than in reading and mathematics, having declined for several years. The school is working hard to address this. A lower than average number of pupils attain higher levels in reading, writing and mathematics. At

the end of Year 6, the standards pupils reach in English, mathematics and science are above average. All pupils achieved the expected Level 4 in English, mathematics and science, exceeding the satisfactory targets set. More able pupils did not attain as well as they could, based on their previous results. Those with learning difficulties make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. They enjoy school and say that there is little they would change about it. Their attendance is very good. They behave well and have positive attitudes to their work and play. Pupils are aware of the need to adopt healthy lifestyles and many participate in the wide range of sporting activities provided. They are encouraged to eat healthy snacks. They adopt safe practices in their work and play. Pupils' spiritual, moral, social and cultural development is good. Close links with the local churches and other religious groups enhance their spiritual understanding. Though most people in the school are of White British heritage, pupils are aware of other cultures in this country and worldwide. The recently established school council is offering pupils opportunities to develop new skills, which they relish. Members of the council have already organised a successful fund-raising Easter egg hunt and raised money for play equipment. Good standards in English and mathematics help to prepare pupils well for future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall with good features. As a result pupils make satisfactory progress in their learning. Teachers' planning is good. It shows what they expect pupils to learn in lessons and the methods to be used to achieve this. Whilst for some lessons teachers plan for different ability levels within their classes, the activities planned do not always allow the pupils to make as much progress as they are capable of making. There have been some instances when pupils working at different levels have been given the same work. This does not provide the right level of challenge to pupils of different abilities and results in the more able making significantly less progress than they could in such lessons. Teachers have high expectations of pupils' behaviour and the pupils respond well to these expectations. As a result, they concentrate well and are keen to take an active part in lessons. However, on occasions, pupils are expected to spend too long listening to the teacher and their interest is not maintained well enough. Teachers assess pupils' work regularly and pupils have targets which motivate them. They are beginning to assess each other's work as a way of improving their learning. Marking by teachers does not always give pupils enough guidance about how they can improve their work. Homework is set regularly and often offers exciting tasks which encourages pupils to extend their learning.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum which meets the needs of all learners. All statutory requirements are met. In the Foundation Stage pupils enjoy a full curriculum with a good balance of indoor and outdoor activities. Since the previous inspection, the school has moved to a new building and this has helped the staff to improve the environment for learning. At the last inspection, information and communication technology (ICT) was identified as needing development and this has been achieved, with the newly established computer suite being used well to extend pupils' learning. The curriculum is enriched by a full and varied programme of activities beyond the school day. Pupils are given opportunities to learn how to play musical instruments and the school orchestra plays for assemblies and special occasions, such as at the Christmas Carol Service held in the local church. Pupils enjoy a good range of sporting activities, often linked with other schools, thus giving them opportunities of further developing their good social skills. A comprehensive programme of personal, social and health education informs them about important lifestyle issues.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care, guidance and support for its pupils. The staff know the pupils well and cater for their needs effectively. Pupils feel that there is always an adult they can talk to should they have a problem. They say that there is no bullying at the school, though they are confident that, should any occur, it would be dealt with quickly. Transfer arrangements are helpful in preparing pupils to enter Reception and for secondary education. The school has a good relationship with parents who are very supportive of its work. The pupils who find learning difficult and those identified as having particular gifts or talents are supported well. Statutory requirements for child protection are fully met, with all staff aware of the procedures. Health and safety measures are in place. The strong elements of pastoral care are not yet matched by the academic support pupils receive. Whilst targets are set, and pupils are aware of them, these are not always sufficiently challenging for pupils to make enough progress in their learning. The school is aware of the need to further improve this area of its provision.

## **Leadership and management**

### **Grade: 3**

The inspection team judges that the leadership and management of the school are satisfactory. The school evaluated it as good. The headteacher has created a positive ethos, with everyone involved in the school working together well. Parents' views are positive and they are increasingly involved in the school's development. The headteacher knows the strengths of the school and, although further development is needed, she understands the steps that need to be taken to achieve it. This process will benefit from more focused strategic planning. The senior management team has

demonstrated a good capacity to improve, for example, by understanding the need for more rigorous monitoring Procedures for checking aspects of the school's performance are satisfactory but need to be more rigorous if they are to be totally effective. Members of staff support the regular monitoring that takes place which identifies their professional development needs and enables them to further develop their skills. The school has successfully addressed the issues from the last inspection. This includes the role and effectiveness of subject leaders, which is now satisfactory. The governing body is very effective. The chair of governors has a clear vision for the future and, whilst very supportive, is also prepared to challenge the staff to further improve the performance of the school. Value for money is satisfactory.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	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	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

We enjoyed visiting your school recently and meeting you all. Thank you for making us feel so welcome and for taking the time to talk to us and to answer our questions. The things we liked most about your school It is a happy place to be. You work hard and the standards you are reaching are above average. You behave very well in lessons and around the school. You treat each other kindly and get on well with your teachers and their helpers. Your ICT area is helping you to learn more for yourselves and is making learning more interesting. The school council is giving you the chance to help make decisions about how to improve your school further. A wide range of lunchtime and after-school activities are making it possible for you to learn new skills. What we are asking for now We know you can make more progress in your work. Therefore we have asked your headteacher to make sure that the work you are given is at the right level for you all to make as much progress as you can. It is also important that teachers always tell you what you can do to improve when they mark any of your work. Best wishes for the future.