



Clenchwarton Community Primary School

Inspection Report

Unique Reference Number 120869
LEA NORFOLK LEA
Inspection number 280907
Inspection dates 14 November 2005 to 15 November 2005
Reporting inspector Dr. Kenneth Thomas LI

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

Type of school	Primary	School address	Main Road
School category	Community		PE34 4DT
Age range of pupils	5 to 11		
Gender of pupils	Mixed	Telephone number	01553775035
Number on roll	218	Fax number	01553773186
Appropriate authority	The governing body	Chair of governors	Mr. Rod Payn
Date of previous inspection	12 June 2000	Headteacher	Mr. Mark Oldridge

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Introduction

The inspection was carried out by two Additional Inspectors

Description of the school

Clenchwarton Primary School is about the same size as most other schools providing for pupils aged 5 to 11. Most children start in the reception class with the knowledge, skills and understanding expected for four year olds. The majority of children are of White British heritage, with a very few from minority ethnic backgrounds. The proportion of pupils with special educational needs is about average. The proportion of pupils entitled to free school meals is below average. Pupils' backgrounds cover the full socio-economic range.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school judges the effectiveness of Clenchwarton Primary School to be good, inspectors judge effectiveness to be outstanding. Pupils are very proud of their school and this is seen in the way in which they welcome visitors and take great pleasure in telling them just how much they enjoy their lessons. The outstanding quality of the provision in the reception class impacts significantly on the progress that children make and sets good foundations for the high standards they achieve throughout the school. Because teaching is imaginative, pupils enjoy coming to school and this is seen in their regular attendance, excellent behaviour and very keen attitudes to learning. Pupils are looked after very well and as a result they make exceptional progress in their personal and social development. They become mature and confident learners, able to express their own ideas and to take account of the views of others. Pupils have total trust in the staff and know there is always someone who will help them. As one pupil said, 'teachers are kind and helpful and explain things very well so that we can do our work'. The exemplary leadership of the headteacher and his deputy, with the total support of governors and staff, has ensured that the school has made significant improvement since the last inspection. There is a clear understanding of the school's strengths and how these can be built on to improve even further. While teaching time is used very well in most classes the school acknowledges that in some classes better use can be made of the morning session. The school has outstanding capacity for improvement and gives excellent value for money.

What the school should do to improve further

- Ensure that the organisation of the morning session allows the most effective use to be made of the available teaching time in all classes

Achievement and standards

Grade: 1

Inspection evidence indicates that pupils' achievement and standards are exceptionally high. From broadly average starting points when they join the reception class, pupils of all abilities, including those who have special educational needs, and higher attaining pupils, make outstanding gains in knowledge, understanding and skills. This rapid rate of progress accelerates through Years 4 to 6 so that by the end of Year 6 standards are exceptionally high. In 2004, as in most recent years, the end of Year 6 National Curriculum test results in English, mathematics and science were significantly above average. In 2004, almost all pupils attained the expected standard in English with all pupils attaining this level in mathematics and science. Around half of all pupils attained the above average Level 5 in English and mathematics, with about three quarters of pupils attaining this level in science. These results represent exceptional achievement in relation to pupils' standards on entry. The provisional results for 2005 indicate that this high level of performance has been sustained. Staff are very skilled in the way in which they track the progress of individual pupils and groups of pupils. They set

challenging targets that the pupils themselves understand, and measure pupils' progress on a regular basis so that any problems can be quickly resolved. The school has rightly identified the need to continue to improve pupils' writing skills as a key to raising standards even further.

Personal development and well-being

Grade: 1

Pupils are exceptionally well behaved, very mature and self-disciplined. They have a real thirst for learning, which they say is 'great fun'. Pupils enjoy coming to school and as a result, attendance is much higher than the national average. Pupils of all ages have a very well developed sense of right and wrong, and a firm understanding of the impact of their actions on the well-being and happiness of others. They are socially very adept, and are keen to engage in conversation, to share their ideas, and to give their opinions. They reflect on their learning, often responding with real pleasure when activities are exciting and challenging. Pupils have a good understanding of the customs and traditions of others and show high levels of respect and tolerance to their friends and teachers. The school ensures that pupils have a very clear understanding of how to be safe and provides a good programme of personal, social and health education. The school fosters a keen awareness of healthy lifestyles and pupils enjoy sport and take part in regular exercise. There are many excellent opportunities for pupils to take responsibility and show initiative, for example, the highly active school and class councils. Many of these enable them to make a positive contribution to the community and help them to develop the skills needed for successful later learning.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding and provide the foundation for pupils' exceptionally good progress. From reception onwards, pupils are surrounded by high expectations and positive attitudes. Staff go to great lengths to build confidence and self-esteem so that all pupils, including those who are most in need, join in willingly and are keen to learn. Lessons are planned imaginatively and provide a wide range of interesting activities that motivate pupils to learn. Teachers, with excellent support from teaching assistants, carefully evaluate pupils' learning and ensure that learning activities are well matched to meet the needs of individuals or groups within the class. This support helps pupils of all abilities, including those with special educational needs and the more able, to make equally rapid progress. Teachers and teaching assistants know their pupils very well because of the very rigorous and thorough way in which they track the pupils' progress. They use assessment information very well when planning the next stage of pupils' learning, taking good account of what the pupils already know and can do. Pupils have many opportunities to comment on their own progress and talk easily and knowledgeably about their overall achievements and what they need to do next to improve their learning further.

Curriculum and other activities

Grade: 2

The reception curriculum is outstanding. Children in the reception class thoroughly enjoy taking part in a wide range of stimulating play activities that provides excellent opportunities for them to learn and practise early skills of reading, writing and number. The school has worked hard over recent years to develop the curriculum for infant and junior pupils in imaginative ways, and has been very successful in capturing their enthusiasm for learning through themed events, such as 'spooky day', and puppet making week. Most lessons are well-timed so that learning is rapid. However, in some classes, the long morning sessions are not used to the best effect. Here, the literacy and numeracy lessons are a little too long and reduce the opportunity for more physical and creative activities. The school provides a very good range of after school activities, and pupils enjoy their educational visits and the contributions made by visiting speakers from all walks of life.

Care, guidance and support

Grade: 1

This is a school where pupils' welfare, health and safety are of paramount importance. Arrangements for child protection are excellent, and the school sensitively and unobtrusively monitors and supports pupils who are in any way vulnerable. Pupils know they can share confidences with the staff and the headteacher, and that their comments will be carefully considered and acted upon if necessary. From an early age, pupils are encouraged to evaluate their own learning so that they have a clear picture of what they need to do to improve further. Their strengths and achievements are shared and celebrated, helping to promote the culture of success and enjoyment that prevails throughout the school.

Leadership and management

Grade: 1

Leadership and management are excellent. The headteacher and his deputy form an inspirational leadership team, and all staff are totally committed to providing pupils with the very best quality of education they can. Their success is seen not only in the exceptional academic progress that pupils make but also in their outstanding personal development. The school achieves this despite the challenges of overcrowded accommodation. The school has an excellent programme for monitoring teaching and learning. This is a key factor in the school's success and has enabled the school to build on strengths and to tackle weaknesses. All of the key issues arising from the last inspection have been fully dealt with. The school manages and monitors its finances very well and resources are used effectively to support teaching and learning. The governing body has very good systems in place to measure the cost-effectiveness of major spending decisions. Staff and governors are committed to working in partnership with parents and because the school is highly thought of in the local community it is over-subscribed. Both parents and pupils appreciate the way in which their views are

taken into account in school planning. Governors have played a full part in the school's improvement. Together with the headteacher and staff, they ensure that the school meets its statutory requirements. The capacity of the school to improve still further is outstanding. The school's ability to evaluate its strengths and weaknesses is excellent, and the inspection findings fully reflect the school's own judgements.

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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?	1	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	NA	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	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	2	NA
The extent to which learners adopt healthy lifestyles	2	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	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	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?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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

Following our recent visit to inspect your school we would like to thank you all for helping us with the inspection, especially those who met us and whose work we saw. We would like to tell you our findings. Our main finding is that this is an excellent school and one that is helping you to do exceptionally well. This will not be a surprise to you because this is what you and your parents also say. You are given an excellent start in the reception class and this helps you to make such outstanding progress as you move through Years 1 to 6. You get on really well together both in lessons and around the school. Your teachers try very hard to make all of your lessons interesting and we really liked the way you listen carefully to your teachers, and the sense of enjoyment we saw in lessons. Your attitudes and behaviour, together with the care and personal support you get from all of the staff, are outstanding. All adults want to help you to do as well as you possibly can and this is particularly true for those of you who may be experiencing difficulties. Many teachers give a lot of their time to provide you with extra activities and visits out of school hours. You told us how much you enjoy taking part in these activities and how they are helping you to make such very good progress. We have talked with Mr Oldridge and the governors about one way in which they could make the school even better. This is to look at the way in which the morning time is used in some classes because some of the lessons are too long. Finally, thank you very much for taking the time to talk to the inspectors. You and the staff made us very welcome, and we really enjoyed our time in your school.