



# Clee Hill Community Primary School

Inspection Report

**Unique Reference Number** 123360  
**LEA** Shropshire  
**Inspection number** 281455  
**Inspection dates** 21 June 2006 to 21 June 2006  
**Reporting inspector** Graham Sims AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Tenbury Road
<b>School category</b>	Community		Clee Hill
<b>Age range of pupils</b>	4 to 11		Ludlow, Shropshire SY8 3NE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01584 890384
<b>Number on roll</b>	109	<b>Fax number</b>	01584 890384
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Mary Wiltshire
<b>Date of previous inspection</b>	14 February 2000	<b>Headteacher</b>	Miss Marjorie Hammond

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 21 June 2006 - 21 June 2006	<b>Inspection number</b> 281455
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Clee Hill Primary School is a small village school with four mixed-age classes. Almost all pupils are of White British heritage and no pupil is at an early stage of learning English. Pupils' social and economic backgrounds vary widely but are broadly average overall. The proportion of pupils with learning difficulties and disabilities is similar to the national average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

The most striking feature of this good school is its traditional sense of values which results in a friendly, caring atmosphere that is so much appreciated by parents. Comments such as, 'children are well cared for', 'staff are approachable and willing to help in any way they can' and 'my children are excited to go to school every day,' are typical of the views of the great majority of parents. The pupils are enthusiastic about their school too, and know what is expected of them. 'It's a fun, strict, well behaved school' where 'people are very friendly'.

Pupils achieve well. Good quality education in the Reception Year enables children to make good progress from a broadly average level on entry to a higher than average level at the end of the year. By the time pupils leave school, standards are well above average. Good progress is maintained because pupils are taught well, the curriculum is good and staff have a caring and supportive attitude. However, teachers are not always challenging enough in the guidance they give pupils on how they might improve their work. Pupils' attitudes are positive and their behaviour is excellent. The pupils demonstrate a good degree of confidence and independence, but the school does not make sufficient use of these qualities, offering them too few opportunities for either collaborative or independent work.

The leadership and management of the school are good and there is excellent teamwork amongst the staff. The school is keen to move on, and new initiatives have brought about improvements to standards since the previous inspection, indicating that there is good capacity for further improvement. The school has a good understanding of its own performance and provides good value for money.

### What the school should do to improve further

- Give pupils clearer and more challenging feedback on how to improve when marking their work and when responding to their answers in lessons.
- Provide pupils with more opportunities to develop their ability to work both independently and collaboratively.

## Achievement and standards

### Grade: 2

Pupils achieve well throughout the school. The level of attainment when children join the Reception class varies widely, but their language skills are generally below average and their mathematical skills above average. Children make good progress in the Reception class, particularly in their personal, social and emotional development. Language skills are average and other skills above average by the time they start Year 1.

Standards at the end of Year 2 have improved over the last few years and are now above average overall. Nearly all pupils achieve the minimum expected level, but few

pupils exceed this level in reading and writing, indicating a need to provide greater challenge for the more able pupils.

Standards at the end of Year 6 continue to improve. In 2005, they were above average in mathematics and science and average in English. The 2005 results represented good progress because a large proportion of the year group had learning difficulties. Standards in the current Year 6 are well above average in all three subjects.

The school sets challenging targets for pupils in Year 6 and generally meets them. Although standards in English are still not as high as in mathematics, they have improved significantly since the previous inspection, when they were well below average at the end of Year 6.

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

### **Grade: 2**

The pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils have a very good awareness of what is expected of them. They are polite, friendly, cooperative and helpful, and their behaviour is excellent. Relationships between pupils and adults and amongst pupils are very good. Bullying is a rare occurrence. The great majority of pupils are enthusiastic about their school, and show positive attitudes to their work. The level of attendance is good.

The pupils have a mature understanding of what it means to lead a healthy lifestyle and how to adopt safe practices. They make a good contribution to the school and local community. Lunchtime, for example, is a family occasion with older pupils looking after the younger ones and setting them a good example. Pupils are involved in many local activities, including visiting people in a residential home. By the end of Year 6, they are well prepared for the next stage of their education. They are well equipped for the later world of work because they are well rounded individuals, confident, mature, literate, numerate and with good skills in information and communication technology. However, the school does not make enough use of these qualities. By offering more opportunities for the pupils to work autonomously and collaboratively, the pupils could develop their independent learning skills even further and inject a spark into their work, which is occasionally missing.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Pupils who find learning difficult are supported well in lessons and make good progress as a result. The teachers make most lessons interesting and enjoyable. Teachers use pupils' own experiences effectively to support their learning. For example, pupils in Reception and Year 1 were encouraged to recall their visit to Dudley Zoo when learning how to write about things that have happened in the past and later counted animals in their cages to develop their mathematical understanding. The teachers often ask searching questions, but

sometimes accept basic answers from pupils rather than challenging them for more detail or correcting them when they make mistakes.

Teachers use assessment information appropriately for planning their lessons, taking into account the wide range of age and ability in each class. A good recent initiative is the greater involvement of pupils in marking their own or each other's work according to agreed criteria. However, the marking of pupils' work by teachers is not rigorous enough and does not give pupils sufficient guidance on how they might improve their work.

## **Curriculum and other activities**

### **Grade: 2**

Curricular provision is good. The school makes extensive use of a large number of visits and visitors, as well as the local environment, to enrich the curriculum. Pupils talk enthusiastically about the opportunities to develop knowledge and learn new skills through these trips, and through lessons taken by sports coaches and specialist teachers. They enjoy being involved in community events and entering local and national competitions. The range of after-school activities is satisfactory.

The Foundation Stage curriculum is good and has improved significantly since the previous inspection. The environment is attractive, and the conservatory enables children to be active, whatever the weather.

The development of pupils' writing skills has been a high priority in recent years and standards are improving. Teachers plan some cross-curricular work, but do not make enough use of such opportunities to develop pupils' literacy skills further or to enable pupils to work both independently and collaboratively. There are plenty of books to support research work, but the decision not to have a library in the school means that pupils do not have as much chance as they should to research information and to develop their decision-making, independence and research skills.

## **Care, guidance and support**

### **Grade: 2**

The value the school places on the well-being of each pupil exemplifies the overall good quality of its care, guidance and support. The quality of pastoral care is excellent, and parents are full of praise for this aspect of the school. Staff know the pupils extremely well. Arrangements for safeguarding pupils are very secure. Pupils with learning difficulties benefit from close liaison with outside agencies to ensure that their needs are met.

Academic guidance is satisfactory. The system for tracking pupils' progress is used well to identify pupils who need extra support through short 'booster' sessions. However, this information is not used as effectively for setting learning targets. These targets are sometimes too vague, or are not challenging enough for more able pupils. Therefore, pupils are not clear enough about what needs to be done to improve and reach the next step in their learning.

## **Leadership and management**

### **Grade: 2**

The school is led and managed well. The headteacher and deputy headteacher have served the school for many years and provide a well established ethos. They have also ensured the school has successfully moved forward since the previous inspection. A particular strength is the excellent teamwork among the staff. Although members of staff have individual subject responsibilities, they undertake key tasks, such as school self-evaluation and deciding on priorities for development, together. In this way, everyone is very clear about what needs to be improved. Governors are also involved, and their wide range of experience lends good additional expertise to the school.

While the school has a good insight into the quality of teaching, systems for checking some aspects of the school's work, such as the quality of feedback staff provide pupils when marking their work, are not always rigorous enough. Overall, however, the staff and governors have a good understanding of the underlying strengths of the school and the most important areas for development. Parents are consulted by means of a questionnaire. The pupils' voice is heard through school council meetings, although there is scope for broadening the range of pupils on the council and giving them greater autonomy. The rising standards, particularly in English, and other improvements that have taken place since the previous inspection indicate that there is good capacity for the school to become better still.

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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>	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

<b>How well do learners achieve?</b>	2	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	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	1	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>	2	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>	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

<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 really enjoyed visiting your school and talking to you. Thank you for making us feel so welcome and for being so helpful. You think your school is good – so do we!

These are the main things we found out:

You are all making good progress in your work and, although you reach higher standards in mathematics than you do in English, you are getting better at English all the time.

You are polite, friendly, helpful and very well behaved, and this makes it a pleasure to be in your school.

Your teachers provide good teaching and make sure you learn what you need to know.

The staff look after you extremely well and ensure that you feel very safe in school.

The staff work together very well as a team and try hard to make your school as good as it can be.

We have suggested two things your teachers could do to make it even better.

Be more challenging when marking your work and responding to the answers you give in class so that you have a clearer idea of how you can improve your work.

Give you more opportunities to use your initiative when working on your own as well as working on projects with your friends.

We hope you will help all the adults to make your school even better than it is now.