



Clifford Road Primary School

Inspection Report

Unique Reference Number 124654
LEA SUFFOLK LEA
Inspection number 281773
Inspection dates 23 January 2006 to 24 January 2006
Reporting inspector Ms. Cheryl Thompson LI

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

Type of school	Primary	School address	Clifford Road
School category	Community		IP4 1PJ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01473251605
Number on roll	400	Fax number	01473221224
Appropriate authority	The governing body	Chair of governors	Mr. John cook
Date of previous inspection	31 January 2000	Headteacher	Mr. Richard Cove

Age group 4 to 11	Inspection dates 23 January 2006 - 24 January 2006	Inspection number 281773
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school with children who come from average social and economic backgrounds. Most children are of White British descent. There are small numbers of Asian, Chinese, Black British and mixed heritage children. The proportions of children who have English as an additional language, who are eligible for free school meals and who have learning difficulties and disabilities, are similar to those found nationally.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Clifford Road Primary School provides a satisfactory education and is adequate value for money. The school views itself as good. The inspection team judges that it is satisfactory because, for example, children's progress is satisfactory rather than good. Most parents are satisfied with the school but a significant number expressed concern regarding the lack of information about what their children do at school and about the provision in mixed-age classes. A strength is the good provision for children for whom English is an additional language. The quality and standards in the Foundation Stage (Nursery and Reception) are satisfactory, with strengths in children's good personal development. Standards are above average in English and average in science. Most children achieve satisfactorily. Whilst standards in mathematics are average, children do not make enough progress from year to year and more able children do not do as well as they should. In the mixed-age classes (in Years 3, 4 and 5), a few children underachieve because work is not planned well enough. Teaching is satisfactory overall, with some good and outstanding features. The school collects a great deal of information from tests and assessments but is not yet making the best use of it to make sure all children do as well as possible. Children enjoy school. Staff know their children well and take care of them. Children, in turn, know they are valued. They have positive attitudes and behaviour and attendance is good. Leadership and management are satisfactory. Issues raised during the last inspection have been tackled adequately, which indicates that the school has a capacity to secure further improvement.

What the school should do to improve further

- Raise standards and achievement in mathematics and science and particularly for more able children.
- Make effective use of all the information the school has on children's attainment to ensure they achieve well and to provide measurable targets for school improvement.
- Make sure children of the same age and ability in mixed age classes have similarly demanding work.
- Provide parents with regular information about the work being covered in classes.

Achievement and standards

Grade: 3

The school judges that children's achievement and standards are satisfactory overall and inspectors agree. Children's attainment on entry is broadly average. They make sound progress through the Foundation Stage, developing positive attitudes and self confidence to have a go at things on their own. Standards attained by children in Years 2 and 6 in the 2005 national tests were average overall, with little difference between the attainment of boys and girls. The strongest subject is English where standards were above average in Year 6, and Year 2 children did particularly well in writing. In mathematics and science, standards in Year 6 were average. The school's targets for attainment were met in English but in mathematics, at the higher than average standard, Level 5, targets have not been met for the past two years. In mathematics children do

not make enough progress. Standards in information and communication technology (ICT) are average. In the mixed age classes, children's progress is inconsistent. For example, children in Year 4 do well in the Year 4 and 5 classes. However, there are elements of underachievement for Year 4 children in the Year 3 and 4 classes mainly due to teachers' lack of careful planning to make sure all children of the same age and ability have similarly demanding work. Children with learning difficulties and disabilities make satisfactory progress. Those for whom English is an additional language make good progress from their starting points because their progress is tracked carefully and they and their families receive good support.

Personal development and well-being

Grade: 3

Children's personal development is satisfactory. Provision for their spiritual, moral, social and cultural development is now adequate and the school has improved its provision for spiritual development since the last inspection. Relationships between staff and children are good and contribute to children's positive attitudes to their work and generally good behaviour. Whilst a small amount of bullying takes place, mainly amongst the older children, they report it is dealt with effectively by staff. Due to the school's effective procedures, attendance is above the national average. Children have a sound understanding of how to eat healthily, the importance of exercise and how to keep themselves safe. The school council gives adequate opportunities for children to take on responsibility. Community events and fund-raising activities help children to develop initiative. Children's development of skills useful for their future is good in basic literacy, particularly in writing. They use computers competently. However, progress in developing number skills is uneven for some.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall and examples of good and outstanding teaching were observed. Where teaching is good, teachers manage classes well so that children concentrate and enjoy work which is well planned to meet their needs. A notable feature is children's review of their own learning. They use a 'traffic light' system very well to show the teacher when they need, or do not need help. In outstanding lessons the pace is fast and lively activities serve to reinforce learning and strengthen children's understanding. Teaching assistants contribute effectively to learning, particularly in the Nursery and Reception classes, and when they take responsibility for a group or class. A great deal of very useful information such as results of tests and teachers' assessments is collected. Currently, not enough use is made of this to ensure each child's best possible progress. Sometimes introductory sessions take too long, the pace is too slow, and too little account is taken of what pupils can or cannot already do. This problem is magnified in the mixed age classes

where children's needs vary widely. Very occasionally, teaching is ineffective because behaviour is not managed well.

Curriculum and other activities

Grade: 3

The curriculum is broad and meets children's needs. Provision for ICT has improved since the last inspection. Children now benefit from regular, planned teaching in the computer suite. The curriculum in the Foundation Stage includes all that is required. In Reception, a few activities require children to sit and listen for too long and they do not always have enough opportunities for learning outdoors. Children have good opportunities to exercise and practise their physical skills, for example, in the school swimming pool, and in special activities such as archery. The 'air raid shelter museum' in the playground is a focus for the community, and extends children's historical awareness. A reasonable range of visits and visitors add to the richness of the curriculum. The school provides a good range of clubs outside the school day. These clubs, from computers and drama, to choir and football are very popular and well attended.

Care, guidance and support

Grade: 3

The school provides satisfactory care and guidance. Good support is given to children who are at an early stage in learning English. Good arrangements, such as home visits, ensure children settle in well in the Foundation Stage. The school has adequate procedures for ensuring the safety and well-being of pupils. Police checks are carried out on all the adults who work with the children, whether as staff or volunteers. The school has good arrangements for following up absence, and this leads to children's good attendance and punctuality. The school is not giving parents enough information about what their children are learning and how well they are doing. In their day-to-day work, children know their targets and have a good idea of what they need to do to improve their work. The school's system for tracking and checking on children's progress rigorously, while only very recently in place, is efficient.

Leadership and management

Grade: 3

The school rates leadership and management as good but inspectors judge it to be satisfactory, with areas of strength. The headteacher has a clear focus on standards but until very recently the school's approach to ensuring all pupils achieve well has not been good enough. A good feature is the developing role of the new strategic leadership team. Their astute checks on teachers' planning and how well children are progressing have already brought about good improvements. Leadership of the language support for children with English is an additional language is good because their progress is carefully checked. Good relationships with their parents promote positive learning experiences for the whole family. The school has satisfactory systems

overall for checking on its work and has a reasonable idea of its strengths and what needs improving. Information about children's progress is not used to set easily measurable targets for improvement in the school improvement plan. A new and efficient system for keeping very close track of children's progress has just been introduced by the deputy headteacher but there has not been enough time for it to have noticeable impact on raising achievement. Parents are consulted annually. In their comments to inspectors a number of parents felt little notice was taken of their views. Issues mentioned by parents to inspectors were found to be valid. There has been satisfactory improvement since the last inspection. Governors have developed their roles and recognise that they now need to be more rigorous as 'critical friends.' Improvement in the quality and number of ICT resources has been good, and as a consequence ICT standards are no longer unsatisfactory, but average.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	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

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	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	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

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

Thank you for welcoming us to your school and being so friendly. We enjoyed talking to you about the things you like doing in school. We were impressed with how you don't have much time off school and how well behaved you are in assemblies. You told us that you enjoyed your lessons, your clubs and trips and that everyone in school looks after you and listens to you if you have a problem. We noticed that teachers care about you and staff look after you. We saw that children who join your school speaking no English are made to feel very welcome and soon pick up the language. Your headteacher and the senior teachers are making sure you enjoy school and get a reasonable education. We have asked them to do a few things to make your school even better. We would like them to send your parents regular information about the work you are doing in class. We have also asked them to improve some of the teaching and make sure you get on better, especially in maths. When teachers have given you tests or checked on your work we have asked that all this information is used to make sure you do as well as you can. Thank you again for the help with the inspection of your school.