



Clarendon Primary School

Inspection Report

Unique Reference Number 125088
LEA Surrey LEA
Inspection number 281881
Inspection dates 11 July 2006 to 12 July 2006
Reporting inspector Nicola Davies AI

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

Type of school	Primary	School address	Knapp Road
School category	Community		Ashford
Age range of pupils	4 to 11		TW15 2HZ
Gender of pupils	Mixed	Telephone number	01784 253379
Number on roll	206	Fax number	01784 421745
Appropriate authority	The governing body	Chair of governors	Mr Brian Sansom
Date of previous inspection	27 March 2000	Headteacher	Mr Peter Smyth

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 one form entry primary school in Ashford in Middlesex. Most pupils are of White British heritage although the school includes a number of pupils from other, mostly Asian, ethnic backgrounds and a few pupils who are at early stages of learning English as an additional language. The percentage of pupils with learning difficulties and disabilities is average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Although the school modestly judges its overall effectiveness as satisfactory, inspectors agree with parents that pupils thrive within this inclusive and caring school which provides a good quality of education and good value for money. The committed staff ensure that all pupils are well cared for, and they respond well to their individual needs. This combined with good teaching, means that pupils make good progress and achieve well overall. Quality and standards are good in the Foundation Stage where children get a good start to their education.

The school has correctly identified that progress in writing and mathematics is inconsistent and intervenes very well to help individual pupils improve their writing and number skills. However, it does not yet make the most of information from its thorough tracking system to help it focus on monitoring and improving teaching in weaker areas or aspects. The good curriculum includes a wide range of interesting activities which add to pupils' learning and enjoyment. However, pupils do not yet have planned opportunities to use and improve their writing and mathematical skills in other subjects.

Leadership and management are good. The headteacher and deputy headteacher provide a clear and thoughtful direction to the work of the school. They have successfully developed a happy and inclusive school ethos which is popular with parents, pupils and staff. As one parent wrote, 'I have never seen so many happy and polite children. Even the teachers look happy to be there!' The school has a clear view of its strengths and weaknesses and has made many improvements since its last inspection and particularly in the behaviour of pupils. Such successes indicate that 'Team Clarendon', which includes staff, parents, governors and pupils, is well placed to improve further.

What the school should do to improve further

- Make better use of information on pupils' progress to plan whole school improvements to teaching, and in particular to improve the consistency of progress in writing and mathematics
- Ensure that pupils have sufficient opportunities to use and improve their writing and mathematical skills across all curriculum areas.

Achievement and standards

Grade: 2

Children join the Foundation Stage with a variety of experiences and strengths but generally have the skills and knowledge expected for their age. They make good progress which means that most meet the expected learning goals by the end of their time in the Reception class. Recent improvements to the way that the youngest children are taught about sounds and letters have helped them to make good progress in developing early literacy skills.

Pupils continue to make good progress through the school. The standards they achieve in national tests at the end of Year 6 are above average and have improved in recent years to meet challenging targets. The school tracks pupils' progress very carefully. This has highlighted areas where pupils can achieve more. For example, although progress is good overall, the school has identified that not all pupils make consistently good progress in writing and in mathematics.

Effective teaching assistants work well with teachers to meet the individual needs of pupils with learning difficulties and disabilities. As a result, these pupils make good progress in relation to their starting points. There are no significant differences between how well different groups of pupils achieve overall.

Personal development and well-being

Grade: 2

Pupils' personal and social development is good. Pupils behave sensibly, enjoy their lessons, and can discuss their learning and achievements in a mature way. Pupils feel safe in school and know how to keep safe when walking or cycling. Playground buddies help younger pupils to find friends, and older pupils enjoy taking the lead in organising playground games for younger pupils. The school council takes an active role in promoting safety by regularly identifying any potential dangers around school. Pupils are proud that the school has gained an award for healthy lifestyles and they participate regularly in opportunities for physical exercise.

The successful strong focus on pupils' spiritual, moral, social and cultural development means that pupils are thoughtful and have a growing awareness of the feelings of others. As one pupil recorded, 'a new person to a school may be nervous, and afraid to speak up when in difficulty.' The school council raises funds for local charities and those further afield. A Buddhist monk recently visited the school to explain to pupils how the money they had raised in response to the Tsunami had been spent in a Sri Lankan fishing village.

The school's successful actions to promote pupils' personal skills and self confidence mean they value their own work and that of others. This prepares them well for their next school. A recent 'job swap' day gave pupils an introduction to the world of work including the chance for one of the pupils to swap roles with the headteacher. Older pupils develop a good understanding of what is involved in starting a business through a partnership project with a local secondary school. Attendance is satisfactory and most pupils attend regularly.

Quality of provision

Teaching and learning

Grade: 2

Good relationships between adults and pupils, good attitudes to learning and teachers' clear expectations of behaviour mean that pupils work hard and behave well in lessons. Pupils evaluate their progress maturely and have good opportunities to identify how

they can improve their work to meet their targets. Teachers use resources, including interactive white boards, well to explain tasks and to help pupils clarify their thinking. Thorough assessment procedures help teachers plan to cater for the needs of different groups of pupils. However the school has correctly identified that they do not consistently ensure that activities for the most-able are challenging enough. Pupils sometimes say that their work could be harder, for example when their writing is limited by the use of worksheets.

Good teamwork between teachers and support staff means pupils with learning difficulties or disabilities benefit from additional opportunities to discuss and develop their ideas and skills in small groups with adult help. This enables these pupils to make good progress across all subjects relative to their starting points.

Curriculum and other activities

Grade: 2

The curriculum covers all subjects, is well balanced and enables pupils to progress well. Regular school visits, visitors and special weeks add interest to the work that pupils do and provide them with opportunities to apply their skills in unfamiliar areas. Pupils enjoy a wide range of lunchtime and after school activities which include French, cookery, a seasonal range of sports activities and a gardening club where pupils grow food on the school grounds. Teams of pupils benefit from regularly joining with other local schools in a range of stimulating educational events and competitions.

Teachers plan well to develop pupils' skills and knowledge in particular subjects as well as pupils' personal, social and emotional skills. However, the school does not yet systematically plan opportunities for pupils to use and improve their writing and mathematical skills across all curriculum areas.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. Staff, governors and the school council are keenly aware of health and safety issues. There are robust procedures for child protection and for assessing and dealing with risks. This ensures that pupils, including those who are more vulnerable, feel secure and are ready to learn. The school works hard to involve all parents in their children's education by being approachable, providing good information and offering workshops to help parents support their children at home. This is wholeheartedly welcomed by parents, who praise the school's open and effective communication and value highly the careful support that staff provide for individual pupils. 'The care, understanding and support my son has received has been outstanding' is typical of their comments.

Good relationships with local specialist agencies ensure that pupils with learning difficulties and disabilities, and those who are learning English as an additional language, have good support and their individual needs are well met. The school works well with an education welfare officer and parents to support good attendance and

punctuality. Teachers use information about pupils' progress to set targets for improvement jointly with pupils.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and deputy provide effective leadership focused on promoting good standards of education and care for pupils. For example, the school has taken particularly effective steps to improve behaviour which was an issue at the last inspection. They improved the way that teachers managed more difficult behaviour and introduced a variety of initiatives to support pupils' emotional and social development. As a result, pupils' behaviour improved significantly and is now good. Similarly, the school has made many improvements to the school's facilities and the use of its grounds which mean that the environment in which pupils learn is much improved. Effective governors provide good support and challenge to the school and ensure it makes effective use of its resources. Such successes indicate that the school is well placed to continue to improve.

The school evaluates its strengths and weaknesses accurately and includes the perspectives not only of teachers, support staff and governors, but also of parents and pupils. It has developed a detailed tracking system which helps it to quickly identify pupils who are making less progress than they should. This information is put to very good use to organise effective support programmes for individual pupils. However, it is not yet used sharply enough by senior staff to monitor and improve teaching and learning in areas which the school has identified as being weaker overall. For example, the school has identified a need to improve the progress that pupils make in writing but expectations of handwriting and presentation are not consistent across the school and across subjects.

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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?	2	NA
The quality and standards in foundation stage	2	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?	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	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

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	3	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	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

Pupils

Thank you for welcoming us to your school recently. We enjoyed seeing how you worked and talking to you. All the opportunities you have had to think about your lessons and your own learning meant you were a great help to us.

We agree with you and your parents that you go to a good school. We were pleased to see the good standards that you reach in your work. We were especially pleased to see that you behave well, as this wasn't the case when inspectors visited your school six years ago. Like your parents, we were impressed with the happy atmosphere at the school and the way the school takes good care of each of you. In fact, some of you told us about how well you got on at the school compared to other schools you had been to.

Just as when you think about what you do well and what you need to improve, there are, of course, things the school could do better. As you know, teachers track how each of you are doing very carefully. If they think you need extra help (or extra difficult challenges) they try to make sure that you get them. We have suggested to the school that they use all this information to help them understand why some of you make more progress in your reading than your writing.

Best wishes

Nicola Davies

Lead Inspector