



Clifton-upon-Teme Primary School

Inspection Report - Amended

Unique Reference Number 116669
Local Authority Worcestershire
Inspection number 290586
Inspection date 4 October 2006
Reporting inspector Alison Grainger

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

Type of school	Primary	School address	Pound Lane
School category	Community		Clifton-on-Teme
Age range of pupils	4-11		Worcester WR6 6DH
Gender of pupils	Mixed	Telephone number	01886 812258
Number on roll (school)	87	Fax number	01886 812258
Appropriate authority	The governing body	Chair	Pam Wojciechowski
		Headteacher	D J Mitchell
Date of previous school inspection	1 July 2002		

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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school draws its pupils from the village of Clifton-upon-Teme and the surrounding area. It is popular and is growing in size, with a significant number of pupils entering later than the Reception Year. Almost all pupils are White British. The percentage with learning difficulties is a little below the national average. Most children starting in the Reception Year have attainment at the level expected for their age.

The school's established headteacher was absent last term because she was seconded to help another school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that does some things well. It offers pupils a good curriculum including an exceptional range of activities additional to lessons. These opportunities make a substantial contribution to pupils' personal development and well-being. Visits out including residential experiences, special themed weeks and days, links with other schools, and after-school clubs all help pupils to gain a good knowledge and understanding of the world. As a result many pupils say that, 'This is a really fun school.'

Pupils enjoy school a lot, behave sensibly and form positive relationships. They feel safe at school and point out that, 'Teachers are here to help us, not to tell us off.' Pupils' understanding of the importance of a healthy lifestyle develops well. They make a strong contribution to the school and wider community and gain much in return. Children settle well whether they start in the Reception Year or later. Pupils and their parents are right to be pleased with the extensive range of learning opportunities and the quality of personal care.

Pupils are satisfactorily prepared for the next stage of their education. Their academic achievement is satisfactory and standards are broadly average at the end of Year 6. Children make a good start in the Reception Year because they experience good teaching and a good curriculum. The progress made from the start of Year 1 to the end of Year 6 is satisfactory because the teaching is satisfactory. Progress is better in most years in reading and writing than in mathematics. In mathematics, teaching, particularly the level of challenge, is not always closely enough matched to pupils' differing needs. The monitoring of pupils' academic progress requires some improvement. The systems currently in use do not make it easy for teachers to identify short-term gains or dips in progress.

Leadership and management are satisfactory. Since returning to the school, the headteacher has quickly identified the main areas requiring improvement to raise standards and increase pupils' progress. She is working determinedly to implement improvement and, for example, action has already started to develop the systems for tracking pupils' progress. A good action plan has been drawn up to increase teachers' accountability for the quality of education provided. At present, the involvement of teachers in evaluating how well the quality of provision contributes to pupils' progress is underdeveloped and reduces the effectiveness of leadership and management. Governors are committed and knowledgeable. They work closely and effectively with the headteacher, playing a crucial role in school improvement.

What the school should do to improve further

- Ensure that the teaching of mathematics is closely matched to pupils' differing needs so that their rate of progress is increased.
- Ensure that systems for monitoring pupils' progress clearly identify short-term gains or dips in progress.

- Increase the involvement of teachers in evaluating the quality of provision and in being accountable for the standards pupils attain.

Achievement and standards

Grade: 3

Standards are broadly average in Years 2 and 6 and pupils' achievement is satisfactory. Children get off to a good start in the Reception Year. As a result, almost all are on course to reach the standards expected at the end of the school year and a good number are likely to exceed them. Standards at the end of the Reception Year are rising because provision has improved.

Progress is satisfactory in Years 1 to 6. Although standards are broadly average at the end of Year 2, in 2006 few pupils reached the higher level for their age in mathematics. In Years 3 to 6, progress is better in English and science than in mathematics. There are examples of pupils making good gains in reading and writing during these years, but also instances of pupils progressing too slowly in mathematics. In recent years, there has been a downward trend in the mathematics standards at the end of Year 6.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Almost all enjoy school a lot, form positive relationships, behave well and are proud of their school. Years 5 and 6 pupils, for example, were pleased when staff at a residential centre commented on their good attitudes and behaviour. Just a few pupils, mostly in Years 3 and 4, do not take enough pride in the presentation of their work or maintain full involvement in lessons. Most pupils have good attendance. The attendance rate is lowered by holidays in term-time and illness.

Pupils know the importance of following safe practices, such as during outdoor and adventurous activities. They have a good understanding of the importance of keeping fit and healthy. Their contribution to the community is significant. They conscientiously carry out responsibilities as members of the school council, playground friends and 'eco police', who help to improve the environment. They are active in the local area, for example, distributing harvest gifts. Pupils satisfactorily develop skills, such as in literacy and numeracy, to help them in their future lives.

Quality of provision

Teaching and learning

Grade: 3

Satisfactory teaching and learning are the main reasons for pupils' satisfactory progress. In the Reception Year, teaching is good. It is sharply focused and expectations of the

standards all children are capable of attaining are high. Every moment is used well to promote effective learning.

In Years 1 to 6, there are some good features to the teaching. Positive relationships result in pupils knowing that they can ask for help if they get stuck. Teachers are clear about what they want pupils to learn. The purpose of lessons is explained so that pupils know what they are aiming to achieve. Basic skills are taught accurately.

Teaching is not better than satisfactory because the level of challenge is not always closely enough matched to pupils' differing needs. This is particularly the case in mathematics where some pupils say that they could cope with harder work. On occasions, the pace of learning slips when too long is allowed for an activity or when movement from whole-class to group activities is too slow.

Curriculum and other activities

Grade: 2

Good coverage of National Curriculum subjects and an exceptional range of additional activities contribute significantly to pupils' personal development. Visits out of school help pupils to develop a good knowledge and understanding of the world. Many clubs, including sporting activities, build confidence and develop skills in teamwork and problem solving. Links with other schools, such as for residential visits, also help pupils to form positive relationships. The inclusion of French in the curriculum for all ages adds yet another dimension, as do special focus weeks and days. In the Reception Year, good links are made between the different areas of learning.

Activities in English and mathematics enable pupils to make satisfactory progress. However, pupils say that they find these activities less varied and interesting than those in other subjects. There are some good opportunities for writing in other subjects, such as in Years 5 and 6 in science and geography.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Good personal care contributes positively to pupils' personal development and well-being. The approachability of adults helps pupils to feel happy and confident at school. Pupils entering the school late are helped to settle well, which they and their parents really appreciate.

The monitoring of pupils' academic progress is satisfactory. Action has started to develop the systems for tracking pupils' progress. Even so, it is not yet easy for teachers to identify short-term gains or dips in progress. This means that pupils falling behind in mathematics, for example, are not always picked up quickly enough. There are some examples of good guidance to pupils through marking. In Years 5 and 6, pupils are told clearly what they have done well and what they need to do next to make more progress. This practice is not as well established in all years.

Leadership and management

Grade: 3

The impact of the leadership and management on the pupils' progress and personal development is satisfactory. There are good features, such as the clarity of the educational direction provided by the headteacher.

On her return to the school at the start of this term, the headteacher recognised that work needed to be done to improve pupils' progress. A thorough evaluation of the school's effectiveness has already resulted in action being taken to develop the tracking of pupils' progress, to check provision in mathematics, and to increase the involvement of teachers in school self-evaluation. Currently, the extent to which teachers are accountable for the standards pupils attain is underdeveloped. This is a main factor preventing the capacity for improvement from being better than satisfactory.

Governors are actively involved in monitoring the work of the school through good strategies such as 'governor of the month'. They have a good understanding of what needs to be done to raise standards and provide effective challenge for the headteacher and staff. In the past, they and the headteacher have done much to meet the needs of the community and to benefit future pupils. The headteacher and governors were instrumental in getting nursery provision in the area developed and a children's centre established.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for helping me when I visited your school. I enjoyed talking with you. The group of pupils I met during the afternoon told me a lot about what you think about the school.

I found that your school is satisfactory and that it does some things well. The things that it does best are the things that please you the most. One of the main things that it does well is that it gives you many opportunities in addition to your daily lessons, such as visits, clubs and special days and weeks. These opportunities contribute much to your personal development and increase your knowledge and understanding of the world. Another good thing is that the adults look after you well. You told me that the teachers help you and that the adults are approachable.

I saw that you behave well. You know the importance of keeping safe and staying fit and healthy. You get on well with each other and with the adults. It was good to learn that you settle in well at this school no matter when you join it.

The children in the Reception Year get off to a good start. As you move up from the start of Year 1 to the end of Year 6 you make satisfactory progress with your school work.

So that you can make better progress, I have asked the teachers to help you to make sure that the teaching is always at the right level for each of you in mathematics. I have also asked them to make more checks on how well you are getting on during each school year. It would be good for the teachers to look more closely at what they do to see how they can improve it for you.

Your headteacher is very clear about what needs to be done and has already started to work on it. You, too, can help by making sure that you always do your best.