



Clive CofE Primary School

Inspection Report

Unique Reference Number 123469
Local Authority Shropshire
Inspection number 292678
Inspection date 2 November 2006
Reporting inspector Gerald Griffin

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

Type of school	Primary	School address	The Hill
School category	Voluntary controlled		Grinshill
Age range of pupils	3-11		Shrewsbury SY4 3LF
Gender of pupils	Mixed	Telephone number	01939 220385
Number on roll (school)	72	Fax number	01939 220385
Appropriate authority	The governing body	Chair	Chris Withey
		Headteacher	Mary Lucas
Date of previous school inspection	31 October 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small, rural primary school with four classes. There is a Nursery class and three mixed age classes. Most pupils are of White British heritage. Although there are wide variations within each group, most children enter the school with skills and experiences that are at the levels expected for their age. The proportion of pupils with learning difficulties or 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: 3

Clive School provides a satisfactory quality of care and educational provision. Standards are broadly in line with national averages and pupils' achievement is satisfactory. Children in the Foundation Stage and older pupils make good progress because their learning needs are well met and they are given challenging work. The academic targets set for pupils are not always high enough to ensure consistently good achievement through the school.

Teaching and learning are satisfactory. Pupils enjoy lessons because teachers plan work which they find interesting. Their relationships with adults are good and as a result, they are keen to learn. However, teachers do not consistently plan activities that present pupils with sufficient challenge to enable them to make good progress in all lessons. Teaching assistants are generally well briefed and make a particularly valuable contribution in supporting pupils with learning difficulties and disabilities.

Pupils' personal development is good and they thrive in the school's friendly and purposeful atmosphere. Pupils are very polite to adults and to each other and their behaviour is good. They have an excellent understanding of what it means to be healthy and put this knowledge into practice very well in their choice of food and by taking plenty of exercise. The good curriculum makes a strong contribution to pupils' enjoyment of learning. They talk excitedly about activities that extend their experiences, such as physical education (PE) lessons taken at the local high school and their forthcoming residential visit to Arthog.

Care, guidance and support for pupils are satisfactory. Pastoral care is good and parents rightly believe pupils are very well cared for. Typically they say, 'The school looks after my child very well. If I have a concern I know it will be quickly and effectively dealt with.' Parents are particularly happy with the way their children quickly settle and establish trusting relationships with adults on entering the Nursery. However, academic support is not as strong as the pastoral because pupils are not always given enough guidance to promote consistently good achievement.

Leadership and management are satisfactory. Regular self-evaluation ensures the school has a sound understanding of its strengths and weaknesses. This information is securely based on detailed checking of the school's performance by senior management. While improvement plans have been successfully implemented in many areas, in others the impact has been more limited. This is because insufficient time has been allocated to checking on the outcomes to ensure that they are effective.

What the school should do to improve further

- Provide all pupils with challenging academic targets to raise achievement further.
- Improve teachers' planning so that it consistently provides demanding work that stretches pupils in lessons.
- Ensure that the monitoring and evaluation of improvements is focused on checking the impact that these are making.

Achievement and standards

Grade: 3

Pupils' achievement, including those with learning difficulties and disabilities, is satisfactory. Standards vary from year to year reflecting the differing starting points of the children when they enter the school, but generally pupils make at least satisfactory progress to achieve standards that are broadly in line with national averages. Good provision in the Foundation Stage ensures that children progress well. Most reach the expected levels for their age by the start of Year 1 and some exceed these. Children make especially good strides in their personal, social and emotional development and in reading.

In Years 1 to 6, standards in mathematics have improved because teachers have provided more opportunities for pupils to undertake problem-solving. In English, pupils do particularly well in reading and their achievement in writing is in line with national standards. In science, pupils' investigation skills are particularly well developed.

Older pupils make good progress because they receive sharply focused teaching that extends their learning well. Although other pupils make satisfactory progress, their work is not always sufficiently challenging and teachers' expectations of their academic gains, year on year, are not always high enough.

Personal development and well-being

Grade: 2

In the Foundation Stage, children develop the confidence to share their experiences and work and play well together. Pupils' spiritual, moral, social and cultural development is good and is supported well by the school's strong Christian tradition. Pupils respect and value each other and the world around them. Their understanding of other religions and their appreciation of their place in a multicultural society are satisfactory. Their good behaviour comes from a very clear understanding of right and wrong.

Pupils report no bullying and are confident in approaching a member of staff if they have a worry, and say their concerns are quickly and effectively dealt with. Pupils have an outstanding understanding of the need to maintain healthy lifestyles and do their best to keep fit through taking regular exercise. Pupils are very clear about the pitfalls of a poor diet and choose a healthy lunch. They talk proudly about the role of the school council and the responsibilities they take on, which are developing their good sense of community. Pupils' skilful use of computers, together with satisfactory skills in English and mathematics, are providing a sound preparation for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teachers plan a good range of learning activities for pupils to provide work that engages their interest. As a result, pupils enjoy lessons and are keen to learn. Teachers ensure pupils make good use of resources, such as computers, to extend their learning. Marking is thorough and pupils say they find their teachers' comments very helpful in showing them how they can improve their work.

Teaching in the Nursery is good because staff use their regular observations and assessments to plan work that really extends each child's learning, ensuring they make good progress. High expectations for the quality and quantity of work produced by pupils in Year 6 are also promoting good progress. However, the work given to pupils in other years groups does not always extend their learning sufficiently and occasionally the pace of lessons is slow.

Curriculum and other activities

Grade: 2

The curriculum is broad, balanced and supports pupils' personal development particularly well. The Foundation Stage curriculum is good, with an appropriate balance of adult-led and child-initiated activities. Although planning for pupils in other years engages their interest well, it does not always provide sufficient academic challenge. Good links with local schools enrich pupils' learning and develop their confidence and enjoyment, through, for example, media projects and joint sports teams. Regular visits to places of interest and a good range of popular clubs extend pupils' interests and aspirations well.

Care, guidance and support

Grade: 3

Sensitive support and care is provided for pupils with learning difficulties or medical problems. This enables these pupils to participate fully in lessons and make satisfactory progress. The school makes good use of external agencies and specialists to promote the welfare of vulnerable children when the need arises. Child protection procedures and health and safety arrangements are secure. Robust and effective measures, such as the wide use of rewards, promote pupils' good attendance.

Procedures to assess pupils' work and track their progress are satisfactory. The school provides effective additional support, through booster classes and individual help, to accelerate the progress of pupils who underperform. While the school sets pupils academic targets, in most year groups these are conservative rather than ambitious. As a result, most pupils make only steady gains in the standards of their work and their achievement is satisfactory. Year 6 pupils rise to the challenge of high expectations and more sharply focused targets, often making good progress as a result.

Leadership and management

Grade: 3

The headteacher provides clear leadership that ensures a happy school in which pupils' personal development flourishes. The school's sound view of its strengths and areas for development stems from the regular checking of performance by senior managers. Some weaknesses have been tackled well. For example, children's progress in the Nursery has greatly improved because of well judged action to provide them with more structured play activities and better opportunities to develop their creative and physical skills. While strategic planning identifies the right priorities for attention, not enough time has been given to checking that plans have been successfully implemented. As a result, some planned improvements, such as strengthening aspects of teaching and ensuring all pupils' are set challenging targets, have not been entirely successful. The school has recognised this and allocated, at the start of this academic year, more time for managers to monitor and review policies. There are clear signs that this is having an impact, for example, in the rising standards in mathematics and science and the good progress of pupils in Year 6. These recent improvements demonstrate that the school has a good capacity for further improvement.

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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	2
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	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
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	3
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 welcoming us to your school and being so friendly. You clearly enjoy being in a school in which you all get on so well and help each other. We enjoyed our conversations with you about your work and the other things that you do at school. The school provides you with a satisfactory education.

Here are some of the 'highlights'

- You really enjoy your learning and work hard in your lessons.
- Your behaviour is good.
- You have a very good understanding of the importance of healthy living.
- You have a very interesting range of clubs and extra activities to attend.
- All the staff care for you very well.
- Children make a good start in the Nursery, and in Year 6 pupils make good progress and are ready for the next stage of their education. What we have asked your school to do now
- Set you higher targets for your work so that you achieve well.
- Set you work that makes you think really hard in all your lessons.
- Regularly check that the plans made to improve the school are working.

Best wishes for your future and the future of the school.