



Brown Clee CofE Primary School

Inspection Report - Amended

Unique Reference Number 123532
Local Authority Shropshire
Inspection number 292701
Inspection date 18 September 2006
Reporting inspector Doris Bell

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

Type of school	Primary	School address	Station Road
School category	Voluntary controlled		Ditton Priors
Age range of pupils	4-11		Bridgnorth WV16 6SS
Gender of pupils	Mixed	Telephone number	01746 712652
Number on roll (school)	100	Fax number	01746 712054
Appropriate authority	The governing body	Chair	Mark McColl
		Headteacher	Ros Moor
Date of previous school inspection	1 May 2001		

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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small school serves a rural community where pupils come from a wide range of backgrounds. It has two intakes each year into the Reception class and all pupils are taught in mixed age classes. The proportion of pupils with learning difficulties and/or disabilities, currently below average, fluctuates from year to year. The deputy headteacher is on a temporary secondment to another school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

School effectiveness is good and overall, pupils achieve well. The school's own data, its records of pupils' progress and evidence from pupils' work all show that the vast majority of pupils make good progress, despite having to overcome specific learning difficulties or personal trauma. The school acts quickly when progress falters and works very hard to get learning back on track. This approach underpins the good care, guidance and support it provides for all of its pupils, the personal aspects of which are outstanding. The school's excellent links with external agencies and with parents contribute greatly to this work. The school recently improved its assessment procedures to include clear, measurable targets for different groups of pupils, including those with learning difficulties and disabilities. However, it does not yet involve pupils well enough in the process, thereby limiting the contribution they can make to their own learning.

Standards are above average when pupils leave the school, although with the small year groups they fluctuate from year to year. Teaching and progress are satisfactory in the Foundation Stage but access to outdoor learning is limited and learning activities are not always stimulating enough. Good teaching and a well planned curriculum successfully meet the needs of different groups of pupils in the rest of the school. The curriculum promotes healthy lifestyles well. It also contributes to the pupils' good understanding of how to keep safe, and how to care and respect themselves and others. Pupils' behaviour is exemplary and they really enjoy school. They know what it means to be a good citizen, and they contribute well to the community. All of this, alongside their good progress in literacy, numeracy and information and communication technology (ICT), prepares them well for the future.

Good leadership and management provide the school with an accurate view of what it does well and what it needs to improve. Staff and governors form a strong team and work together effectively. Governors fulfil their roles well and the school has improved since its last inspection. All of this gives it good capacity for further improvement.

What the school should do to improve further

- In the Foundation Stage, improve outdoor provision, make learning more exciting and give children more opportunities to make their own choices.
- Throughout the school, involve pupils in assessment and the process of setting targets and help them to make a greater contribution to improving their own learning.

Achievement and standards

Grade: 2

In the Foundation Stage, progress is satisfactory. Standards are broadly average in all six areas of learning by the end of Reception. Standards are above average in Year 2 and Year 6. The pupils' good achievement has enabled the school to sustain above

average standards, despite variations in the make-up of each year group. Published data indicate only average achievement. However, this does not take account of the specific learning and personal needs of a small number of pupils in Year 6 in 2005 and 2006 that significantly affected their overall progress. The school tracks pupils' personal and academic progress well. Its records show that the vast majority of pupils, including those with learning difficulties and disabilities, make good progress.

The school sets ambitious targets and works very hard to meet them. Its concentration on improving pupils' practical skills in mathematics and science means that this is now an integral part of teachers' planning. It is improving standards and achievement in both subjects. In mathematics, this is seen in the greater number of pupils reaching Level 5, and the school exceeding its 2006 targets for that level in both Year 2 and Year 6. In contrast, it did not meet its English targets. In Year 2, pupils did very well in reading but their performance in writing was less strong than in the past. In Year 6, pupils did least well in reading. This reflects the well documented difficulties of a small group of boys for whom the school continues to provide additional learning support.

Personal development and well-being

Grade: 2

Pupils' great enjoyment of school is evident in their good attendance and in comments such as 'It feels like home.' Pupils know their views are valued and are confident about approaching staff for help if they need it. Their good personal development, including the spiritual, moral, social and cultural aspects, begins in the Foundation Stage and they become mature, responsible youngsters who care for and respect each other, adults and the environment. Their behaviour is excellent. Pupils make healthy eating choices and large numbers participate in the wide range of sporting activities at breaks, lunchtimes and after school. They develop a good understanding of citizenship through, for example, the school council and they readily take responsibility for different aspects of school life. They contribute well to the school and wider community and have a good understanding of cultural diversity. Their enthusiastic approach to finding out about Purim and making Purim biscuits was a joy to see. All of this, together with their good progress in key skills, prepares them well for their future life. Nevertheless, they are not yet fully confident about taking responsibility for their own learning or determining for themselves how to improve their work. This is because there are few opportunities for them to do so.

Quality of provision

Teaching and learning

Grade: 2

Pupils achieve well in Years 1 to 6 because they are taught well, their work is well planned and teachers vary their teaching to suit pupils' different learning needs. Teaching is satisfactory in the Foundation Stage. Here, different ways of teaching are

not used as effectively, learning often lacks excitement and children are not often enough allowed to choose their learning activities. Throughout the school, the effective use of well briefed support staff ensures that pupils who find learning difficult are helped to make as much progress as they can. Teachers know their pupils well. Through carefully phrased questions, often targeted at individual pupils, they ensure that all are included in all parts of a lesson. Their assessment of pupils' learning is accurate and the information is used well in planning and the process of setting targets. Marking frequently refers to pupils' targets. However, this good practice is not yet fully embedded throughout the school, and pupils are not yet actively involved in assessment and setting targets. This limits their ability to contribute to their own learning.

Curriculum and other activities

Grade: 2

The well planned curriculum caters effectively for pupils of all levels of capability in the mixed-age classes in Years 1 to 6. Throughout the school, good links are made between different subjects and literacy, numeracy and ICT skills are promoted well in each. The curriculum for the Foundation Stage is satisfactory. A good range of visits, visitors and extra-curricular clubs and activities successfully enhances pupils' learning and personal development. The programme for personal, social and health education makes a good contribution to pupils' personal development and well-being, ensuring their health and safety.

Care, guidance and support

Grade: 2

Good levels of care, guidance and support ensure that pupils' progress is consistently good and is tracked well. The school's good assessment procedures lead to well informed academic target setting for different groups of pupils, including those with learning difficulties and disabilities. The missing link is the pupils' own involvement in these processes and this limits their overall effectiveness. The school acts quickly when progress falters, seeking out and dealing with the reasons for it, and providing additional support wherever possible. The excellent personal care, guidance and support provided help pupils to deal with personal trauma or specific difficulties, enabling them to get their learning back on track as quickly as possible. Very strong links with external support agencies contribute to this and the support extends to parents, virtually all of whom are very satisfied with the school. Health, safety and child protection procedures are robust.

Leadership and management

Grade: 2

The new management structure meets the needs of this small school well, although it is too early to assess its full impact on teaching and learning. Staff responsibilities are clear and there is a well-founded rationale for shared responsibilities, aimed at ensuring continuous improvement in all aspects of the school's work over time. The

priorities in the school improvement plan and the planned timetable for policy review support this well. As a result of the rigorous checks made on teaching and learning, teaching has improved and there is a greater emphasis on practical work in mathematics and science, all of which is improving pupils' progress. The school is now rightly focusing on refining assessment procedures further, and on improving the Foundation Stage, an area in which leadership and management are weaker. Governors fulfil their roles well. Their regular visits give them a good knowledge of the school's effectiveness. Their astute questioning of the school's published outcomes demonstrates this well. The school's own evaluation of its work is accurate and the whole-school community is united in its aim to improve standards and achievement for all pupils.

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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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
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?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	1
The attendance of learners	2
How well learners enjoy their education	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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 making us so welcome in your school. It was a delight to talk to you and to find out how well you are doing. We really enjoyed listening to you and finding out how much you enjoyed school and your good attendance proves this. You told us school 'feels like home' and that you appreciated the way the staff care for you and help you to learn. You and your parents are right in thinking you go to a good school. Some of its work, like your behaviour, is excellent. Here are the highlights:

- You work hard and make good progress because your teachers teach you well, check how you are doing and make sure that you learn something more each day.
- You care for each other and show good levels of respect for all the adults who help you.
- You have a good understanding of how to keep yourselves safe and of why it is important to keep fit and healthy. You show this by attending so many of the clubs that the school runs for you.
- The school does everything possible to support and guide you when you face difficulties of any sort. This work is excellent and helps you to feel confident about asking for help.
- The headteacher and the governors run the school well and they are constantly trying to find ways to make it better. You help them with your suggestions.
- Your parents and carers recognise all of the good work the school does and they work very hard to support you and the school.

We have asked your school to keep up its good work and to help you to do even better by:

- Making learning more fun for children in the Reception class, allowing them to learn outside more often and letting them make some choices about what they want to learn.
- Helping all of you to understand how you yourselves can improve your work so that you can help the teachers to set even better targets for you.

We hope that you will continue to enjoy learning and to be as enthusiastic and caring as you are now, when you grow up.