

# Clunbury CofE Primary School

## Inspection report

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|--------------------------------|---------------|
| <b>Unique Reference Number</b> | 123541        |
| <b>Local Authority</b>         | Shropshire    |
| <b>Inspection number</b>       | 292705        |
| <b>Inspection date</b>         | 26 April 2007 |
| <b>Reporting inspector</b>     | Lois Furness  |

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

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|---|------------------------------------|
| <b>Type of school</b>                     | Primary                            |
| <b>School category</b>                    | Community                          |
| <b>Age range of pupils</b>                | 3–11                               |
| <b>Gender of pupils</b>                   | Mixed                              |
| <b>Number on roll</b>                     |                                    |
| School                                    | 76                                 |
| <b>Appropriate authority</b>              | The governing body                 |
| <b>Chair</b>                              | Frank Morgan                       |
| <b>Headteacher</b>                        | Andrew Davis                       |
| <b>Date of previous school inspection</b> | 20 May 2002                        |
| <b>School address</b>                     | Clunbury<br>Craven Arms<br>SY7 0HE |
| <b>Telephone number</b>                   | 01588 660207                       |
| <b>Fax number</b>                         | 01588 660207                       |

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This small primary school takes pupils from the local village as well as surrounding areas. There are two mixed year group classes and a separate part-time Nursery class. Children's attainment when they start school in the Nursery mainly matches that expected for their age. A very small number of pupils come from minority ethnic backgrounds and none are at an early stage of learning English. The headteacher was appointed in January 2005. Since his appointment, the school has been awarded the Basic Skills Quality Mark, Active Mark Sport, Active Mark Gold, Healthy Schools Award and the ICT (Information and Communication Technology) Mark, the first and only school in Shropshire to attain this award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Clunbury is a good school with outstanding features, particularly in pupils' personal development which is excellent. Happy smiling faces are everywhere and pupils have great enthusiasm for learning. They like their teachers and their friends and many say, 'It really is fun here. We do lots of different things and learn a lot.' They have a strong commitment towards leading a healthy lifestyle including taking part in the wide variety of sporting activities offered to them. Behaviour is exemplary, relationships excellent, and a strong family atmosphere is evident throughout. Parents are overwhelmingly supportive. 'I have nothing but praise for this school which has created a caring environment for its pupils to be educated in', is a typical comment. Care, guidance and support are good with strengths in pastoral care which is outstanding. Inspectors agree parents are right to have such positive views. A good start is made in the Foundation Stage (Nursery and Reception) where good teaching enables children to make good progress. By the time pupils leave in Year 6, standards in English, mathematics and science are above average and achievement is good. Satisfactory progress is made by pupils in Years 1 and 2. However, more able pupils do not consistently make the progress of which they are capable. Assessment information is not used well enough in this key stage to plan challenging activities that enable all pupils to make good progress. Although, this is improving as a result of actions taken by the leadership.

Leadership and management are good. The headteacher is dynamic and committed to improvement. He knows what needs to be done to make provision better and self-evaluation is accurate. The introduction of strategies to tackle underachievement in mathematics is proving effective as standards are improving and are now above average by Year 6. The checking of teaching and learning is regular but the feedback given to teachers does not clearly identify pointers for improvement which can then be acted upon. Even so, teaching and learning are mainly good. Lessons are planned carefully and ICT is used exceptionally well as a tool to support learning. Teachers are ably supported by teaching assistants who make a valuable contribution to the learning of individuals and groups including those with learning difficulties or disabilities.

The curriculum is excellent. As well as promoting pupils' literacy and numeracy skills the creative curriculum is not forgotten. Art and design and music are notable strengths with all pupils having the opportunity to play a musical instrument. Vibrant displays around school reflect the very wide range of activities associated with trips, visitors and the use of the school's grounds. All of these activities engage pupils' enthusiasm and contribute effectively to their learning and personal development.

### What the school should do to improve further

- Accelerate the progress of Years 1 and 2 pupils by using assessment information effectively to plan challenging activities.
- Provide clearer guidance to teachers about how they might improve their teaching.

## Achievement and standards

### Grade: 2

Achievement is good. Children in the Foundation Stage do well and thoughtfully planned activities ensure they make good progress. By the time they enter Year 1, most achieve or exceed the goals expected for their age. However, this positive start is not capitalised upon in Years 1 and 2. Activities are not always sufficiently challenging, particularly for the more able,

resulting in standards that are broadly average in reading, writing and mathematics by the end of Year 2.

In Years 3 to 6, standards have been improving over the last three years and are now above average in English, mathematics and science. The focus on raising the achievement of more able pupils, particularly in mathematics, is proving successful. This year, more pupils are expected to attain the higher level in this subject than in the past. Pupils with learning difficulties and/or disabilities receive good support and make good progress towards their targets. Pupils from minority ethnic backgrounds also achieve well.

## **Personal development and well-being**

### **Grade: 1**

Promoting pupils' personal development and well-being is at the heart of the school's work. Pupils are very enthusiastic about learning, enjoying and appreciating what is done for them. 'This school has brought me on a lot', thoughtfully reflected one pupil as another said, 'There is a good balance here between learning fun things, and things we need to know!' A good start is made in the Foundation Stage where children quickly develop a love of school.

Behaviour is excellent. Pupils are confident, polite and respectful. Attendance however, is satisfactory but being adversely affected by parents who take holidays during term-time. Pupils' spiritual, moral, social and cultural development is outstanding. They know right from wrong, are very caring, and welcome opportunities to help each other. For example, older pupils willingly organise games activities at break time. They have a very good understanding of cultural difference, and state, 'Everyone is made welcome here!'

Pupils successfully lead a healthy lifestyle, making sensible food choices and enthusiastically joining in activities such as cross-country. They know how to keep themselves safe. Their contribution to the community is good, and they realise the importance of raising money for those who are less fortunate than themselves. Pupils' good literacy and numeracy skills and excellent ICT skills stand them in good stead for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Excellent relationships form a very secure foundation for teaching throughout the school. This gives pupils increasing confidence to try their best. The support for pupils with learning difficulties or disabilities is good. There are high expectations of pupils' behaviour and staff expect them to work hard. Pupils respond to this well and their behaviour is exemplary allowing them to learn at a good rate. Lessons are planned carefully and teachers make it clear at the start of lessons exactly what they expect pupils to achieve. They are given targets and marking identifies how work might be improved. However, this process needs to be more precise to ensure that all pupils make the best possible progress. Assessment information is not used well enough in Years 1 and 2 to provide informed planning. In the Foundation Stage, staff plan activities that spark children's interest and motivate learning.

## **Curriculum and other activities**

### **Grade: 1**

The outstanding curriculum contributes effectively to pupils' learning and their excellent personal development. In the Foundation Stage, there is a good balance between opportunities for children to choose their activities and those guided by the staff. The use of ICT throughout the school is excellent as pupils confidently and skilfully use this resource to support all aspects of their learning. Basic skills in English and mathematics are developed well. There is an excellent emphasis on creativity. Provision for art and design and music are outstanding as all pupils learn to play a musical instrument for example. Very good use is made of the local environment and 'Forest School' activities promote pupils' self-organisation, problem-solving skills and the ability to work together. French lessons provide further enrichment and visits to such places as Ironbridge and the local theatre, visitors and the wide variety of sporting activities, all contribute very well to pupils' enthusiasm for school.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care is outstanding and pupils confidently say there is nothing that cannot be shared with an adult. The school has the trust of its parents as shown by one saying, 'a happy, caring school, with children given every chance to grow, learn and experience a variety of different things'. Health and safety matters are well attended to and systems to safeguard pupils are secure. The support for children when they join the school is good and enables them to settle quickly and happily. The school works extremely effectively with a wide range of outside agencies, for instance to meet the needs of more vulnerable pupils.

Guidance for learning is good and a rigorous tracking and target-setting system is in place. Older pupils know that targets help them to improve and learn even faster. However this is not consistent and Years 1 and 2 pupils do not always have the right information about what they need to do to improve. Those who find learning difficult make good progress because they are supported well both personally and academically.

## **Leadership and management**

### **Grade: 2**

The clear direction and sense of purpose of the dynamic headteacher have enabled the school to make substantial steps forward since his appointment. There is a shared understanding between staff of how the school is able to improve and a willingness to make necessary changes. Improved standards in mathematics is just one example of how the school is becoming better and better. Governors are supportive and are developing their role of holding the school to account.

Monitoring and evaluation are thorough and the headteacher knows the strengths and weaknesses of provision. Regular checks are made on the quality of teaching and learning. However, the feedback given to teachers following the observations of lessons does not always provide them with clear guidance about how teaching can be better.

The school has the full support of the local community. 'Clunbury is a very happy school and this is due to the hard work of the headteacher and the very supportive staff', is a typical

comment made by parents. Combined with its success in improvement since the last inspection, the school demonstrates that it has good capacity to improve even further.





## Annex A

## Inspection judgements

|   |                       |
|---|-----------------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | <b>School Overall</b> |
|---|-----------------------|

### Overall effectiveness

|  |     |
|--|-----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 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  | 2   |
| 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

|  |   |
|--|---|
| <b>How well do learners achieve?</b>   | 2 |
| The standards <sup>1</sup> 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

|   |   |
|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The behaviour of learners   | 1 |
| The attendance of learners  | 3 |
| How well learners enjoy their education   | 1 |
| The extent to which learners adopt safe practices   | 1 |
| 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 | 2 |

### The quality of provision

|   |   |
|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 1 |
| <b>How well are learners cared for, guided and supported?</b>   | 2 |

<sup>1</sup> 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.

**Annex A****Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 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  |

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear Children

Inspection of Clunbury C of E Primary School, Clunbury, SY7 0HE

If you remember, Mr Capron and I visited your school recently to see how well it was doing. Thank you for being so friendly and polite. Your parents and the staff must be very proud of the way you welcome visitors to your school. It was lovely to see how happy you all looked and we were delighted to see that you clearly enjoy your lessons. You and your parents are right in thinking you go to a good school with lots of strengths. One of the key strengths is your behaviour, which is excellent.

We think you have a good headteacher who is determined to make this school even better. We know he has helped to improve learning in mathematics and this means that by Year 6 many of you are attaining good standards not only in English and science but in mathematics also. We think you make good progress from when you first start in Nursery, but we think that in Years 1 and 2 you are capable of sometimes doing harder work, so we have asked that when lessons are planned you are given activities that make you all really think hard.

It is good to know you feel safe in school and adults will always listen to you no matter how big or small is the problem. We are very glad that you recognise the importance of leading a healthy life and I know some of you are trying hard to eat five portions of fruit and vegetables each day. All the exercise that you have is very good, and make sure that Mr Davies keeps joining you on the cross-country runs as exercise is important for everyone.

We think that teaching is good but we have asked if teachers could be given ideas about how they could help you to learn even faster. We were amazed at how well you use ICT. Some of you are very skilled in using computers and the way you put your work on the school website for your parents to see is fantastic. We could see from the website that you get lots of chances to do interesting and exciting things and we understand why you say your school is fun! Your artwork is excellent and we think the opportunities you have to learn a musical instrument are wonderful. We thoroughly enjoyed listening to the violins during the morning of the inspection.

Thank you again for your help and keep on working hard and enjoying school.

Yours sincerely

Lois Furness Lead inspector