

# Clehonger CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	116795
<b>Local Authority</b>	Herefordshire
<b>Inspection number</b>	312406
<b>Inspection dates</b>	21–22 November 2007
<b>Reporting inspector</b>	Anthony O'Malley HMI

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	164
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Thomas
<b>Headteacher</b>	Susan Jones
<b>Date of previous school inspection</b>	6 May 2003
<b>School address</b>	Gosmore Road Clehonger Hereford HR2 9SN
<b>Telephone number</b>	01981 250218
<b>Fax number</b>	01981 251409

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

Clehonger C of E Primary is a smaller than average primary school. The great majority of pupils are of White British heritage. The proportion of pupils eligible for free school meals is much lower than the national average. The proportion of pupils with learning difficulties or disabilities is significantly higher than the national average. When children start school their skills, knowledge and understanding are at the expected levels. The present headteacher took up her post in September 2006 and a new deputy headteacher in February 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school. Overall effectiveness, although judged by the school to be satisfactory, is inadequate. Satisfactory provision in Reception gives children a sound start but from then on they make poor progress. Assessments at the end of Years 2 and 6 show exceptionally low standards and inadequate achievement in both 2006 and 2007. From lesson observations and pupils' work it is clear that this underachievement is continuing. The school identifies a high proportion of pupils to have learning difficulties or disabilities. However, it fails to provide effective additional support for these pupils and they too make inadequate progress. The unsatisfactory progress is a consequence of inadequate provision. Teaching does not use assessment effectively to provide the right amount of challenge for the range of abilities in the school. There is no effective curriculum guidance to secure a consistent approach to the development of skills in literacy, numeracy or information and communication technology (ICT). Care, guidance and support are inadequate because although the school successfully promotes the health of pupils and ensures their safety, it does not monitor carefully the progress they are making. This means that although most pupils are underachieving the school does not adapt the curriculum or lesson planning to secure improvement. In 2007 only half of the Year 6 pupils reached the expected level in mathematics. These low standards mean the pupils are not well prepared for the future. The school's aims place a strong emphasis on personal development and this is satisfactory. Pupils are sociable and make a sound contribution to the community through fundraising and conscientiously taking on responsibilities. A minority of parents have concerns about pupils' behaviour but the inspectors found that behaviour is good. Other strengths are attendance and the pupils' good understanding of how to stay safe and be healthy. Pupils' enjoyment of school is satisfactory. They enjoy being with their friends and speak positively about the staff, but often teaching and the curriculum fail to motivate them. Spiritual, moral, social and cultural development is satisfactory. The pupils' moral and social development contributes to the good behaviour. Spiritual and cultural awareness are less well developed. Leadership and management, including governance, are inadequate. The systems used to check how well the pupils are learning lack rigour and as a result school leaders have an overly generous view of the school's provision and outcomes. When the present headteacher took up her post, standards and achievement were exceptionally low. The actions she has taken to secure an acceptable standard of education have had insufficient effect. Improvement since the previous inspection has been unsatisfactory.

## Effectiveness of the Foundation Stage

### Grade: 3

Provision in the Reception class is satisfactory. Teaching shows a sound understanding of how young children learn and enables them to make satisfactory progress. Most children achieve the levels expected by the end of Reception. They do particularly well in their personal, social and emotional development. This is because relationships between the adults and children are positive and high expectations help the children to settle quickly, learn how to socialise and follow class routines. There are satisfactory links with parents including guidance on what their children are learning. Parents particularly value the tracker books that record the activities the

children enjoy over a term. The planning for the Reception class, however, lacks precise learning outcomes, making accurate assessment of progress very difficult.

### **What the school should do to improve further**

- Raise achievement in English, mathematics and science to ensure that all pupils reach their full potential.
- Improve pupils' learning by ensuring that accurate assessment information is used to plan lessons that meet the needs of the wide range of abilities.
- Improve the effectiveness of leadership and management in monitoring and evaluating the school's performance and improving areas of underachievement.

## **Achievement and standards**

### **Grade: 4**

Children make satisfactory progress in Reception and reach the goals expected for their age. They do particularly well in personal, social and emotional development. Progress slows in Years 1 to 6 and is inadequate overall. By the age of seven standards are exceptionally low in reading, writing and mathematics. When pupils leave the school, the gap between their attainment and the national averages in English, mathematics and science is even wider. Pupils with learning difficulties or disabilities make unsatisfactory progress and they leave the school lacking the expected literacy and numeracy skills. The school has set very low targets for pupils currently in Year 6. Standards will drop further below the national average unless pupils exceed these targets.

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

### **Grade: 3**

A small proportion of parents have concerns about pupils' behaviour but the inspectors found that recent actions to improve behaviour have been successful and that behaviour is good. The focus on teaching pupils about values leads to their good social and moral development. They take care of one another and their surroundings. The pupils know how to stay safe and be healthy. Through the school council and Eco team pupils make a satisfactory contribution to the community. They enjoy being with their friends at school and have good levels of attendance, but in lessons where they are not motivated by the activities their participation and effort are only satisfactory. The school encourages pupils to keep reflection diaries and these demonstrate satisfactory spiritual development. Cultural development is also satisfactory, but the curriculum currently provides limited opportunities to learn about cultural diversity.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Very few pupils achieve as well as they could because lesson objectives and activities fail to meet their wide range of needs. In the majority of lessons observed pupils spent too long listening to teaching that failed to develop understanding. This was in sharp contrast to a good lesson in Year 6 where effective questioning challenged pupils to think deeply and explain their points of view. Few pupils understand their learning targets and most receive unhelpful feedback on their progress. The high proportion of untidy and unsatisfactory work is evidence of low motivation and low expectation. Support staff assist pupils with learning difficulties or

disabilities. However, the activities they are supporting are often inappropriate for the pupils' specific needs. In Reception, teaching is satisfactory because there is a sound understanding of how young children learn but some of the planning lacks precision and tries to cover too many learning objectives.

## **Curriculum and other activities**

### **Grade: 4**

Pupils have gaps in their learning because curriculum guidance is weak and fails to ensure that lessons build systematically on previously acquired knowledge. There is no guidance to help teachers develop literacy, numeracy or ICT through other subjects and by the end of Key Stage 2, the curriculum very narrowly focuses on English and mathematics. Phonics (letters sounds) are taught for half of the recommended time in Key Stage 1 despite reading standards being so low. The curriculum does have positive features. For example, a strong focus on healthy lifestyles ensures that the pupils are well aware of the importance of a balanced diet and there is a good take up for the wide range of after-school clubs. The school choir sings to a very high standard. It has represented the school at conferences and at local events.

## **Care, guidance and support**

### **Grade: 4**

The school promotes pupils' health and safety successfully. They feel secure in the school's orderly environment and relationships between pupils and staff contribute to the calm and welcoming atmosphere. The effective work of the learning mentor provides valuable support for vulnerable pupils. However, academic guidance is inadequate. Pupils have limited awareness of their strengths and weaknesses. Many, including those receiving additional support, are unaware of their targets or do not understand them. A minority of teachers mark pupils' work well and engage them in discussions about their progress, but such practice is the exception. As a result, the work in many books deteriorates over time as pupils lose heart.

## **Leadership and management**

### **Grade: 4**

The school's leaders have been unable to bring about the necessary improvements. Their efforts to raise standards have lacked focus and consequently had little impact. They have failed to diagnose precisely why standards and achievement are so low because the monitoring of teaching and learning lacks rigour. The result is that poor practice is often unchallenged and the school's view of its effectiveness is too positive. Leadership and management have been more successful in promoting personal development and ensuring the safety of pupils. Regular consultation with parents contributes to these relative strengths. Governors are supportive of the school, but they do not receive sufficient information or training to enable them to hold school leaders to account.

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## Annex A

## 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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	4

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	3
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	4

<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>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

21 September 2007

Dear Pupils

Inspection of Clehonger CofE Primary School, Clehonger, HR2 9SN

Thank you very much for making us so welcome when we visited your school on 21 and 22 November. You were very polite and friendly and this helped us to learn a lot about you, your work and your school.

These are some of the things we found out about your school

- The children in the Reception class settle quickly into school and make satisfactory progress.
- You attend regularly and behave sensibly in class and around the school.
- You actively help others who are less fortunate than you are.
- You all sing very well and can be proud of your school choir.
- The school successfully ensures that everyone feels safe and knows all about being healthy.

We have found that some important things need to be better. We have recommended that your school be subject to 'special measures', which means it will receive help to improve. This is what we have asked your headteacher, the staff and governors to do.

- Help you achieve higher standards in English, mathematics and science.
- Plan and teach lessons that build upon what you have already learnt.
- Check carefully on how well you are doing and how well actions taken to improve your learning are working.

You will be able to help your school improve by continuing to behave well and by always trying hard in lessons.

Yours sincerely

Anthony O'Malley Her Majesty's Inspector

21 September 2007

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Her Majesty's Inspector