

Claybrooke Primary School

Inspection report

Unique Reference Number	120140
Local Authority	Leicestershire
Inspection number	313529
Inspection date	7 November 2007
Reporting inspector	Roger Sadler

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	63
Appropriate authority	The governing body
Chair	Caroline Stott
Headteacher	Jo Blackburn
Date of previous school inspection	27 September 2004
School address	Main Road Claybrooke Parva Lutterworth LE17 5AF
Telephone number	01455 209238
Fax number	01455 202873

Age group	4-11
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Introduction

Two Additional Inspectors carried out the inspection.

Description of the school

Almost all pupils in this small village school are from White British families. A well below average proportion of pupils are eligible for free school meals. Because year groups are small, attainment on entry varies considerably from year to year but in most years is similar to that found typically at this age. The headteacher was seconded to the school as acting headteacher in September this year and was appointed as permanent headteacher in October.

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. Parents and pupils regard the school highly. Many parents, staff and pupils point to a wide range of improvements since September following the appointment of the new headteacher. Parents see communication as much improved and especially appreciate the recently introduced ways of celebrating pupils' achievements in assemblies. Children's introduction into Reception is good. They are treated sensitively and quickly begin to enjoy school and make good progress. By the time pupils leave in Year 6, standards are average. Their progress and achievement are satisfactory. The new headteacher has quickly formed an accurate picture of the quality of teaching and of where standards require improvement. Writing was the weakest subject in the 2007 national assessments for both Year 2 and Year 6 pupils. No Year 2 pupils attained the higher level in writing. In Years 3 to 6, opportunities are missed to develop basic writing skills in other subjects, such as history. The school lacks an agreed policy on teaching and learning. As a result, it lacks a comprehensive picture of what is expected of teachers with regard to such aspects as how work should be presented or marked. As a result, there are variations in practice and quality. Rates of progress are recently beginning to improve from Reception to Year 4 and many pupils make good progress in these classes. This is because teachers now expect more of pupils, especially of the more able, and many pupils respond well to higher levels of challenge. In Years 5 and 6, teachers' planning provides too little extension for more able pupils, who sometimes find work too easy and do not fully achieve their potential.

Pupils' personal development is good. They are happy in school, attend regularly and take part enthusiastically in many lessons and other activities. Supervision is good and pupils feel safe in school, confident that staff deal with any problems promptly. Pupils make a strong contribution to school and the wider community, and they leave school equipped satisfactorily for secondary school and later working life.

The work of leaders, managers and governors is satisfactory. The new headteacher has made a strong start and has quickly identified where improvement is most needed and staff welcome the effective lead she is providing. Good use is beginning to be made of assessment information. The school identifies pupils who are at risk of underachieving and extra support is directed to help them catch up. Information on pupils' current achievement is used to set suitably ambitious targets for future achievement. The curriculum is satisfactory, with a good range of visits and extra-curricular opportunities that add to pupils' enjoyment.

Effectiveness of the Foundation Stage

Grade: 2

The quality of provision and the progress pupils make has improved considerably over the last two terms. School records indicate that Reception children made satisfactory progress up to July 2007. Reception children now make good progress because of improved provision. Progress in personal, social and emotional development is particularly good. The Reception area is vibrant and stimulating. The outdoor play area was much improved at the end of the summer term. Resources are of good quality and effectively organised to provide children with a wide range of appealing activities across all areas of learning. Assessment information is analysed carefully to ensure each child is provided with suitable experiences. Reception children work happily and confidently alongside Year 1 and 2 pupils in their mixed age class. They respond well to the high expectations staff hold of them.

What the school should do to improve further

- improve writing skills throughout the school, particularly basic skills of punctuation, spelling, grammar and handwriting
- agree a teaching and learning policy and ensure that there is consistent good practice in teaching, particularly in planning for pupils of different abilities, the process of setting targets and marking
- ensure that more able pupils are consistently given work that is sufficiently challenging.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

School records and pupils' work indicate that most pupils attain nationally expected standards. In the 2007 national assessments, Year 2 pupils attained standards in line with national expectations but standards in writing were weaker than in other subjects. No pupils attained the higher level (Level 3) in writing. Although the achievement of most pupils in Years 3 to 6 is satisfactory, writing is weaker than reading, science and mathematics. Some older pupils are capable of better spelling, grammar and punctuation and could present their work better. Pupils with learning difficulties and/or disabilities (LDD) receive appropriate support and make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They show respect for differences between people, although their awareness of the multicultural nature of British society is satisfactory rather than good. The school appropriately has an effective plan to improve this aspect of pupils' personal development. They relate well to adults and each other, and are self-confident, polite and welcoming towards visitors. Pupils' behaviour is good. As monitors, helpers or school councillors, pupils discharge their responsibilities well. They make healthy choices at lunchtime and show a good awareness of how to keep themselves safe. They enjoy exercise and some achieve great success in cross-country running. All can swim by the age of 11. They help one another and show concern for others by raising funds for charity.

Quality of provision

Teaching and learning

Grade: 3

The lack of a comprehensive teaching and learning policy results in inconsistencies between teachers in such aspects as marking, presentation and the process of setting targets. All manage pupils well and relationships are good. Teachers use interactive whiteboards confidently and this adds impact and enjoyment to whole-class teaching. In some classes, opportunities for discussion and reflection are missed when pupils are given insufficient time to discuss their answers to teachers' questions before replying. Teaching assistants often work well with groups or individuals and this gives pupils confidence and helps them progress.

Curriculum and other activities

Grade: 3

The curriculum is suitably modified to meet the learning needs of pupils with LDD, who make satisfactory progress. Improving support and extra programmes are directed towards pupils attaining slightly below average standards expected for their ages and this is helping improve rates of progress. The school is aware that the curriculum does not always provide sufficient challenge for more able pupils. Home reading is well organised and many parents make an important contribution to their children's enjoyment of reading. There are suitable opportunities for pupils to learn about relating to one another and to keeping safe, and good opportunities to encourage them to adopt healthy lifestyles. Curriculum enrichment and enhancement, including extra-curricular activities, are good overall.

Care, guidance and support

Grade: 3

The school provides a supportive and caring learning environment. Parents much appreciate the family atmosphere of the school. Procedures for safeguarding pupils meet statutory requirements and staff training is up to date. Support and guidance for pupils with LDD are satisfactory. The school has recently introduced a systematic approach to deal with challenging behaviour and parents are appropriately involved. As a result, the few pupils who sometimes exhibit challenging behaviour are generally behaving satisfactorily and enjoying school more. Pupils have recently been given targets that guide them where and how to improve their writing and mathematics. These targets help them see more clearly where and how their work requires improvement. However, some pupils remain unclear about their targets. The marking of pupils' work, though good at times, does not always provide clear and concise pointers for improvement or sufficient challenge, especially for pupils that are more able.

Leadership and management

Grade: 3

Many parents point to improvements since the new headteacher arrived in September. She provides good leadership and a clear vision for the future of the school. She swiftly identified what needed to be done and, with the support of staff and governors, has set in motion a series of changes that are beginning to have a positive effect on almost all areas of the school's work. Monitoring and evaluation are satisfactory. The school has a satisfactory capacity to continue to improve. In order to ensure a more consistent approach to aspects of teaching, such as the way pupils' work is marked, the new headteacher has appropriately planned to introduce a systematic programme of lesson observation, due to begin shortly. The appointment of the new headteacher has led governors to take stock of how well they carry out their duties. Governors are aware that they need to improve the way they monitor the work of the school and challenge the school to improve.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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?	3
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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

8 November 2007

Dear Pupils

Inspection of Claybrooke Primary School, Lutterworth, LE17 5AF

Thank you for making Mrs Morgan and me welcome in your school, especially to those who talked to us about school life. We enjoyed our visit.

We found your school was a calm and happy place where people get on well with each other. Reception children quickly settle into your school and are learning well. You are getting on well enough in reading and mathematics but some of you are capable of presenting your writing better and improving your spelling and punctuation.

You behave well in lessons and clearly enjoy school. We are pleased you feel safe in school and know that adults look after you well. We were impressed with how you choose healthy food and take plenty of exercise. It is impressive that you are all able to swim by the time you leave school and many of you are very good at cross-country running. You also take on lots of responsibilities such as school councillors. You think of others when you raise funds and join in with community activities.

Many of you and your parents regard your school highly and very much like the family atmosphere of the school. We could see that most of you really enjoy school life and you attend regularly, so well done! Staff also take good care of you and know you well. Many of your parents recognise that many aspects of your school are improving recently. Your new headteacher and the staff are working hard to improve the school and know that there are some important things that need to be changed. We have asked them to:

- help you improve your punctuation, spelling, grammar and handwriting
- agree to have a similar approach to teaching so that all lessons are good ones
- expect more of, and provide harder work for, those of you who learn more quickly than others.

Yours sincerely

Roger Sadler (Lead inspector)