

Long Clawson Church of England Primary School

Inspection report

Unique Reference Number	120141
Local Authority	Leicestershire
Inspection number	313530
Inspection date	24 January 2008
Reporting inspector	Terry Elston

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–10
Gender of pupils	Mixed
Number on roll	
School	70
Appropriate authority	The governing body
Chair	Mike Coffey
Headteacher	Trevor Walker
Date of previous school inspection	8 December 2004
School address	Long Clawson Melton Mowbray LE14 4PB
Telephone number	01664 822337
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues.

The effectiveness of measures taken by the school's leadership to raise standards in writing.

The quality of the teaching and curriculum, focusing particularly on how the provision meets the needs of boys.

The use of assessment to enhance pupils' progress.

The inspector gathered evidence from observations of lessons, discussions with pupils, governors and staff, tracking pupils' progress, analysis of attendance and gaining the views of parents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This small school admits pupils mainly from White British backgrounds living in Long Clawson and the nearby rural villages. The proportion of pupils eligible for free school meals is slightly lower than average, as is the number with learning difficulties and/or disabilities. Until this year, pupils have left at the end of Year 5 but from September they will stay until the end of Year 6. Children's attainment on entry is generally above average although with such small numbers it varies considerably from year to year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school at the heart of the village community. Parents are fully justified in seeing the school as a place where their children flourish, both academically and socially. Comments such as, 'We are amazed at the standards of work', 'My children have gained a real thirst for knowledge' and 'It's like being part of a big family' are commonplace. Parents are unanimous that the teaching is consistently good, and they are right. Typical lessons see teachers providing a good balance between whole class work and tasks for pupils to complete at their own level. They explain things well so that pupils learn new skills quickly. Pupils describe their teachers as 'kind' and 'helpful' and say they are always happy to help them when they find work difficult. Teachers generally have high expectations of pupils' work, although in subjects such as history, geography and science they accept standards of writing that would not be good enough in English lessons.

Pupils love school, and attend regularly. They take responsibility around the school readily and enjoy the many opportunities to be involved in the wider community. Relationships are very good and one pupil echoed the views of many when remarking, 'It's lovely here because in such a small school you know everybody and make really close friends.' Pupils' behaviour is excellent because they know the rules and stick to them. They have an exceptional knowledge of how to live healthy lives and relish the nutritious food provided for them at lunchtime. Pupils feel safe because bullying is rare. They take very good care of each other, and staff are always on hand to support them. All arrangements for safeguarding children meet legal requirements and are monitored closely by the well informed governing body. The school tracks pupils' progress carefully and provides good support for those who find learning difficult. The recent initiative to set pupils individual targets in English is working well, and goals such as, 'Put more 'wow' words in your stories' are starting to improve their writing. The school recognises the need to introduce these targets across the curriculum because pupils are not always clear about what they need to do to improve in subjects such as mathematics and science.

Pupils are justified in feeling they achieve well. They leave Reception with good all-round skills and make good progress through to the end of Year 2, where standards are well above the national average in reading, above average in mathematics and science and average in writing. Pupils maintain this progress so that, by the time they leave in Year 5, many are working at levels normally found by the end of Year 6 in reading, mathematics and science. While standards in writing are improving, they still lag behind those of other subjects and the school is right to see this as a key area for improvement. Historically, girls have achieved better than boys, but there is now no significant difference.

The detailed curriculum planning is an important reason for pupils' good progress. Teachers make sure that the planning meets the needs of all groups of pupils including those of different ages in a class. It includes extensive opportunities to enhance pupils' spiritual development so that they learn to reflect deeply on issues and think carefully about how their actions affect others. This, along with pupils' well developed reading and number skills, prepares pupils well for the future. Pupils take full advantage of the many clubs after school that do much to improve their skills in sport and music.

An important reason for the school's success lies in the good quality of the leadership and management by the headteacher and senior staff. The headteacher juggles the duties of class teacher and leader well, and works closely with the staff and pupils to make this a happy school

where pupils do well. The good self-evaluation systems provide a clear view of the school's strengths and weaknesses and the leaders use them well to make improvements. Targets in the improvement plan are the right ones to move the school forward and evaluated carefully to measure progress towards them. This explains why the school has improved well since the last inspection and why it is set to do even better.

Effectiveness of the Foundation Stage

Grade: 2

The school makes good provision for children in the Foundation Stage. The strong home-school links and well planned induction arrangements ensure that children make a smooth transition to school and settle into routines quickly. The detailed assessments provide accurate measures of their progress and adults use them well to plan activities at the right level. The curriculum is planned well to ensure children have a good balance of work to improve their academic skills and develop their independence. Adults work well as a team to provide very good care, support and guidance to ensure children's safety and well-being. The teaching and learning are consistently good. Lessons are fun and challenging so that children learn quickly. As a result, they make good progress so that, by the end of the Reception Year, their knowledge and skills exceed those expected in all areas.

What the school should do to improve further

- Raise standards in writing by having higher expectations of pupils' writing in subjects other than literacy.
- Make sure pupils have clear targets that show them how to improve their work.

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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?	2
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Dear Pupils

Inspection of Long Clawson C of E Primary School, Melton Mowbray, LE14 4PB

Thank you for the warm welcome you gave me when I visited your school. I really enjoyed seeing you work so hard in lessons and have such fun in the playground. Those who were kind enough to speak to me told me a lot about your school. You think it is a good school, and I agree!

What I liked most about your school.

- You work very hard and make such good progress that your work is of a better standard than in most schools.
- Your behaviour is outstanding, both in class and out in the playground.
- You have an excellent understanding of how to live healthy lives, eat the right foods and take regular exercise.
- Your headteacher and other leaders run the school well and know how to improve things.
- You have good teachers who work very hard to make your lessons fun and help you learn quickly.
- You thoroughly enjoy the interesting activities provided and the many exciting clubs after school.
- All staff at the school take good care of you and keep you safe.

What I would like the school to do now.

- Help you to improve your writing, not just in English but in all subjects. You can help by making sure your writing is the best you can do.
- Make sure that teachers set you clear targets so that you know exactly what you need to do to improve your work.

Yours sincerely

Terry Elston Lead inspector

25 January 2008

Dear Pupils

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LE14 4PB**

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Terry Elston
Lead inspector