

# Cleobury Mortimer Primary School

## Inspection report

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<b>Unique Reference Number</b>	123361
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	314574
<b>Inspection date</b>	26 September 2007
<b>Reporting inspector</b>	Alison Grainger

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	225
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susan Wilts
<b>Headteacher</b>	Bavita Williams
<b>Date of previous school inspection</b>	1 January 0001
<b>School address</b>	Love Lane Cleobury Mortimer Kidderminster DY14 8PE
<b>Telephone number</b>	01299 270313
<b>Fax number</b>	01299 271636

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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 influence of the school's provision on pupils' rate of progress from entry to the Reception Year to the end of Year 6; the quality of pupils' personal development and well-being; and the effectiveness of leadership and management in driving school improvement. Evidence was gathered from: analysis of data on pupils' attainment and progress; observation of lessons; discussions with senior leaders and other teachers, governors, pupils and parents; scrutiny of documents; and analysis of parents' responses to the questionnaire.

## Description of the school

Pupils are from a wide range of social and economic backgrounds. Almost all pupils are of White British heritage. The percentage of pupils with learning difficulties and/or disabilities is broadly average. When children enter the Reception Year, most have the knowledge and skills expected for their age. There are two intakes to the Reception Year each year, in September and January. In recent years the school has gained awards in recognition of aspects of its work, including the Healthy School award, the Active Mark, and the Green Flag Eco-Schools award. It also has Safer Schools accreditation. At the time of the inspection, the headteacher and two assistant heads had been in post for only three weeks.

## 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. Standards are broadly average and pupils' achievement is satisfactory. In general, pupils make steady gains as they move up from year to year. There are examples of pupils doing well but also examples of pupils not moving on quite as well as they should. While achievement is satisfactory in the school as a whole, children in the Reception Year make slow progress because the provision for them is inadequate. A number of parents are concerned that large class sizes in some years reduce the effectiveness of teaching. The inspection found that class sizes are not a significant factor in how well pupils learn.

Satisfactory teaching is the main factor influencing pupils' progress. There are good features to the teaching, such as in the positive relationships between adults and pupils which create a climate supportive of learning. Pupils are told the purpose of each lesson clearly so that they know the reasons behind the activities they are doing and what they are aiming to achieve. Teaching assistants are deployed appropriately to work with groups. However, pupils' progress is not better than satisfactory because teaching is not finely enough tuned to the needs of all pupils. In particular, the 'average' and more capable pupils are not always given enough challenge. In Year 2, however, good teaching is promoting rapid progress and is raising standards. In this year, lessons proceed at a brisk pace, expectations of all pupils are high and the pupils respond by working very hard and maintaining an intense level of involvement.

Pupils behave well and are pleasant and courteous young people. This is immediately apparent in the calm and orderly start to the day as pupils arrive on site. Pupils make a good contribution to the school and wider community by, for example, undertaking responsibilities conscientiously and raising funds for charities. The eco-committee, which includes representatives from all year groups, is proud of its success in promoting healthy lifestyles and care for the environment. Pupils of all ages know a good deal about how to keep fit and healthy. Physical fitness is given good attention and the school benefits from its links with the local secondary school, which is a specialist sports college. Pupils' understanding of how to stay safe in and out of school is satisfactory.

Pupils' personal development and well-being are satisfactory overall. Their attendance rate is above average. Pupils really enjoy aspects of school such as using the outdoor play equipment in 'the park' and the increasing range of toys and equipment for them to use at break and lunchtimes. However, pupils' enjoyment of lessons is only satisfactory. As at the last inspection, pupils' moral and social development is good and is stronger than their spiritual and cultural development. Although pupils have many positive personal attributes, they make only satisfactory gains in using independence and initiative as learners. Pupils do not take real responsibility for their learning because academic guidance, although adequate, is patchy. The school has identified the need to make better use of marking and targets to give all pupils clear guidance about how they can improve their work. Overall, in terms of basic skills and independence, pupils are satisfactorily prepared for the next stage of their education.

Strengths in the curriculum include the wide range of activities additional to lessons, including many clubs and visits, and the opportunity for pupils to learn a modern foreign language. These experiences broaden pupils' horizons and significantly support their good social development. There are good features in the pastoral care. Effective action is taken to ensure that the school is a safe place and procedures for safeguarding pupils are robust. However, as academic guidance requires improvement, the care, guidance and support for pupils are only satisfactory overall.

The new leadership team is building well on the school's existing strengths. Following an accurate evaluation of the school's overall effectiveness, the headteacher is providing a strong and clear educational direction and is taking swift action for improvement. The school has the necessary capacity to move on and a start has already been made on all the areas for improvement that this inspection has highlighted.

The involvement of staff, pupils and parents is increasing and everyone is working together to move the school on. The school rightly recognises that all staff with middle management responsibilities, such as subject leaders, should be even more involved in the school's self-evaluation and in driving improvement. A start has been made and all teachers are willingly reflecting on their effectiveness in meeting pupils' needs. Governors are supportive and are particularly active in areas such as ensuring pupils' well-being and safety. Key governors have full confidence in the new headteacher. The chair of governors recognises that there is potential to ask more challenging questions of senior leaders to aid the school's development. Many parents are pleased with the changes being made but also appreciate that the positive features of the school are being retained.

## **Effectiveness of the Foundation Stage**

### **Grade: 4**

Weaknesses in the matching of teaching to children's needs and in the range of the curriculum result in the Reception Year provision being inadequate. Children have too few opportunities for 'hands-on' activities that promote all areas of learning, including early reading, writing and mathematics. Not enough use is made of the outdoor area as a 'classroom' to which children have regular access. Resources are poor. Nevertheless, children enjoy activities such as walks outdoors to study the trees in the autumn. Children behave well and are keen to learn. They are given the right support to settle well in school. The headteacher and Reception teacher have already started to identify what works in the Reception Year and what most needs improvement.

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

- Rectify the weaknesses in the matching of teaching to children's needs and in the range of the curriculum in the Reception Year.
- Ensure that teaching in all years takes full account of all pupils' needs and that it challenges the 'average' and more capable pupils in particular.
- Help pupils to gain more independence as learners and provide them with clear guidance on how to improve their work.
- Increase the involvement of middle managers, such as subject leaders, in the school's self-evaluation and in driving improvement.

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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?	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	4
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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?	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	3
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	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

<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>	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

27 September 2007

Dear Pupils

Inspection of Cleobury Mortimer Primary School, Cleobury Mortimer, Kidderminster, Worcestershire DY14 8PE

Thank you for helping me when I visited your school. I enjoyed talking with you and finding out about your school.

You are well-behaved and polite young people. You know a lot about how to keep fit and healthy. I found out that the eco-committee does much to make the school a healthy place and to care for the environment. You make a good contribution to the community and show that you are aware of other people's needs, such as when you raise funds for charities. Your attendance rate is good and is above the national average.

Your school is providing you with a satisfactory education. Overall, you make steady progress with your work as you move up through the school. The adults look after you well and make sure that the school is safe. Here are some things that I have asked the school to do to help you to learn more quickly:

- Improve the provision for the children in the Reception Year.
- Make sure that teaching is always at just the right level for each of you in Years 1 to 6.
- Help you to take more responsibility for your learning and give you clear guidance so that you know how to improve your work.
- Involve all teachers with special responsibilities more in checking up on how well the school is doing and in making improvements.

Your new headteacher has already identified the most important things for the school to do and, with the other teachers, has started to work on them. She is taking the right action to make sure that all the good things about your school stay in place and also to make sure that the school gets better.

You can help by working hard and always doing your best. Keep up the good attendance too! Thank you once again for your help.

Yours sincerely

Alison Grainger Lead inspector

**Annex B**

27 September 2007



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Alison Grainger  
Lead inspector