

# Cliddesden Primary School

## Inspection report

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<b>Unique Reference Number</b>	115877
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	326281
<b>Inspection date</b>	5 March 2009
<b>Reporting inspector</b>	Christopher Grove

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	112
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Clive Parnell-Hopkinson
<b>Headteacher</b>	Miss Amanda Harrison
<b>Date of previous school inspection</b>	24 April 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Cliddesden Basingstoke RG25 2QU
<b>Telephone number</b>	01256 321571
<b>Fax number</b>	01256 333628

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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement and standards; aspects of their personal development and well-being, including their enjoyment of school, adoption of safe practices and their positive contributions to school life; teaching and learning; the school's curriculum; the impact of marking and target-setting and the effectiveness of leadership and management. Evidence was gathered from the school's self-evaluation, by observing lessons and sampling the school's documentation, and through discussions with staff and pupils. Other aspects of the school's work were not investigated in detail, and the school's own assessments, as given in its self-evaluation, have been included in this report.

## Description of the school

This school is situated in a village close to Basingstoke and is much smaller than average. Almost all pupils are of White British heritage. Pupils are taught in mixed-age classes. The Early Years Foundation Stage curriculum is provided in the mixed Reception/Year 1 class. The school has been recognised nationally through the Activemark and Healthy School (Enhanced Level) awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Cliddesden Primary is a satisfactory school. It also has good features. The school has a warm and welcoming climate, and a positive ethos for learning. A good team spirit has been developed between the staff. Parents praise the headteacher, who rightly enjoys their full confidence. One parent wrote that the headteacher 'leads by example by ensuring she is visible and accessible at all times to children and parents. She is very responsive to any concerns and to the well-being of the children.' This encapsulates well the parents' very positive views of the school's leadership. Other parents wrote of their children's happiness and developing confidence, and of the dedication of the staff. They are pleased with the school's family atmosphere and sense of community spirit. The partnership with parents, and with other organisations, is good.

The good quality of care leads to pupils' good personal development. The trusting relationships between staff and pupils, and between pupils of different ages, are important elements in their good enjoyment of school. In class and around the school, pupils' behaviour is particularly good, as is their attentiveness in lessons. Attendance is above average, and punctuality is good. Pupils' spiritual, moral, social and cultural development is accordingly also good. Pupils report that there is little bullying in the school, and that the few difficulties which do arise are quickly sorted out.

Pupils' healthy lifestyles are well supported through good participation in physical education and in the broad range of extra-curricular sporting activities. The school's awards also attest to the good quality of its provision for healthy living. Its efforts to help pupils understand balanced diets, and the good quality of school lunches, effectively promote healthy eating and drinking. A high proportion of pupils make positive contributions to the community through their membership of the school council, which is changed on a termly basis. Groups of pupils are also involved in local community activities, for example when the choir sings in the local church. Pupils develop good personal and social skills in preparation for adult life, but their future economic well-being is limited by their achievement in writing.

Pupils' achievement is satisfactory. From average attainment on entry to Year 1, standards at the end of Year 2 have been broadly average for the last two years. This reflects satisfactory progress in Years 1 and 2. Although the proportion of pupils who reach the expected standards in reading, writing and mathematics is broadly average, too few pupils gain the higher Level 3, especially in writing. Phonics and reading work, which is organised and taught separately for each year group, has recently been introduced. This is beginning to have a positive impact on the development of pupils' knowledge and skills in literacy.

Overall standards by the end of Year 6 are above average. However, although all pupils attained at least the expected standard overall in English in 2008, the standards in reading were markedly higher than in writing. Tracking information for Years 3 to 6 in reading, writing and mathematics shows that there is inconsistency between subjects and between year groups in the extent of progress made. As a result, overall progress in Key Stage 2 is satisfactory, although progress is good in some subjects in some year groups. The small number of pupils with learning difficulties and/or disabilities, including those with moderate learning or speech, language and communication difficulties make the same satisfactory progress as other pupils.

The uneven rates of pupils' progress are a result of inconsistencies in the quality of teaching. All teachers build well on their good relationships with pupils to create a positive climate for learning. Some teaching is good because it is well paced, and involves and extends pupils well.

However, the school does not have an agreed format for lesson-planning, and this militates against consistency in teaching. A second effect is that the tasks for pupils are not always well enough matched to the range of learning needs in the mixed-age classes. This results on occasions in a lack of challenge for some pupils. In addition, there is not always a good balance in lessons between the time given to instructing pupils and to carrying out practical learning tasks.

The school has a good and broad curriculum. There is good provision for mathematics. The recent focus on phonics provides well for the development of early literacy skills. However, more-able pupils in particular do not have sufficient opportunities to develop their writing skills. Information and communication technology (ICT) has developed well in recent years. The award of the national ICT mark is testimony to this. Displays around the school show that creative work in art and in design and technology is well developed, and multicultural awareness is promoted well. The curriculum is very well enriched through a good range of visits, for example to art galleries, and visitors, for instance the Royal Ballet. Enrichment also includes themed weeks, such as music week. The partnership with the local secondary school, a designated Sports College, provides very good support for aspects of physical education. This link also supports the school's excellent extra-curricular provision. In addition to a good number of sports, this includes a range of other activities, such as cookery, astronomy and environmental clubs. The secondary partnership extends also to the teaching of French from Year 3 as part of the curriculum.

Care, guidance and support are good. Arrangements to ensure safe recruitment and to provide child protection are robust. School records show that there are no incidents of bullying or racism. The headteacher and the health and safety governor undertake rigorous risk assessments. Good induction arrangements smooth the transition from pre-school settings to the Early Years Foundation Stage. Academic guidance has improved. Teachers' marking often, but not consistently, points out how work can be improved. Pupils also have targets that help them to know what they have to do to improve their work.

The school's leadership and management are satisfactory. Because the school does not have a senior leadership team, the headteacher holds an exceptionally wide span of administrative and curriculum responsibilities, which is onerous. She provides good leadership, as parents and governors gratefully acknowledge. However, the school's staffing structure sets limits to the support available for major leadership functions, resulting in only satisfactory overall direction. The school is strongly committed to inclusion. However, equality of opportunity is presently restricted in practice by pupils' performance in reading and mathematics at the end of Year 2, and in writing at the end of Years 2 and 6, particularly in the case of more-able pupils.

The headteacher and staff undertake a range of activities to monitor the quality of teaching and the curriculum. This has resulted in improvements in ICT provision and in arrangements to teach phonics. However, some weaknesses in the quality of evaluation exist, for example in identifying where teaching could be improved. Similarly, although pupils' individual rates of learning are tracked, inconsistencies in the overall progress of year groups have not been identified. The contribution to community cohesion is satisfactory. However, community cohesion is better developed at the levels of the school and the locality than at the national and international levels. Governors are very supportive of the school and fulfil their statutory responsibilities. However, they are not sufficiently aware of weaknesses in the effectiveness of the school's self-evaluation.

Since the last inspection, the quality of marking and target-setting has improved, and there have been some positive developments in the roles of subject leaders. However, standards of writing for more-able pupils in Year 2 have not improved. The limitations in the impact of self-evaluation, including the effective use of tracking information, mean that the school currently has a satisfactory capacity to make further improvements.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Children start school with skills that are typical for their age, although there is some variation from year to year. There are good induction procedures to help children adjust when they join the school. Parents really appreciate the close links that are encouraged between home and school. As a result, children settle quickly and develop good attitudes to learning. They want to please their teachers and respond enthusiastically in lessons. Their behaviour and other aspects of their personal development and well-being are very good.

The teachers and assistants ensure that routines are well established and that children are cared for well. This means that they make satisfactory progress and by the time they begin Year 1, the majority of children reach the expected standards in reading, writing and mathematics. Teachers give close attention to developing basic elements of mathematics and children's understanding of sounds, letters and words. Staff are good at talking with the children in order to develop their vocabulary and understanding. Children's opportunities to work with older pupils also extend their learning well. Statutory welfare requirements are met. The pastoral care for children is good.

The curriculum for the Early Years Foundation Stage is carefully organised. Teachers strike a good balance between tasks that are led by adults and those that children choose for themselves. Photographic evidence indicates that good use is made of the outdoor area. Leadership is satisfactory and ensures that children's progress is carefully monitored. Individual profiles give a clear picture of the levels at which children are performing.

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

- Improve pupils' achievement, particularly that of more-able pupils, especially in reading, writing and mathematics at Key Stage 1, and in writing at Key Stage 2.
- Ensure greater consistency in lesson-planning and better challenge for all groups of pupils.
- Improve the accuracy of the school's self-evaluation in order to identify quickly any weaknesses in outcomes and provision.

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.

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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?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
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

## 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 eliminated	3
How well does the school contribute to community cohesion?	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

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

19 March 2009

Dear Pupils

Inspection of Cliddesden Primary School, Basingstoke, RG25 2QU

We would like to thank all of you, and your teachers, for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you. Cliddesden Primary is a satisfactory school and a happy place for children. Many of your parents wrote to us about how you enjoy school, and about the good aspects of your school. These are the most important positive things to say about your school.

- You have very good relationships with each other, and with the teachers and other adults. They take good care of you.
- Your behaviour in lessons and around school is good.
- Almost all your parents are pleased with the school.
- Your personal development is good. You feel safe at school and know about healthy living.
- The children in the Reception class make satisfactory progress.
- You reach good standards and make satisfactory progress in your learning.
- The teaching in your school is always at least satisfactory, and sometimes good.
- The teachers have planned a good and interesting curriculum for you.
- Your school has good relationships with your parents, other schools and the people they ask to come in to help you.

Your headteacher and other staff have worked hard to improve the school. We know that there have been improvements, but some things need to be better still. The school now needs to:

- improve your achievement, particularly that of pupils who find learning easy, especially in reading, writing and mathematics by the end of Year 2, and in writing by the end of Year 6
- ensure that teachers' planning for lessons is more consistent and that you are challenged to do your best
- make sure that the checking-up that your headteacher and other teachers do quickly identifies weaknesses in your progress and in what they provide for you.

You can help too by continuing to work hard and taking advantage of the improvements which your teachers will be making. We really enjoyed our time in your school. We wish you every success in the future.

Yours faithfully

Chris Grove

Lead Inspector