

# Claines CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	116793
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	326449
<b>Inspection date</b>	30 June 2009
<b>Reporting inspector</b>	Derek Watts

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	206
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>	Stephen Agnew
<b>Headteacher</b>	Eleanor Sinton
<b>Date of previous school inspection</b>	6 July 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>	School Bank Claines Worcester WR3 7RW
<b>Telephone number</b>	01905 451235
<b>Fax number</b>	01905 453522

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## Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- how well leaders and managers are improving provision and pupils' progress in science
- how well pupils are using information and communication technology (ICT) to support their learning.

Evidence was gathered from lesson observations, scrutiny of pupils' work and school documentation. Parents' responses to the questionnaire and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but inspectors 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

Most pupils are from are from a White British background. About 15% are from a range of different ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average but the proportion with a statement of special educational needs is above average. These pupils' difficulties lie mainly in the areas of learning, language, speech and communication. There is Early Years Foundation Stage provision for children in Reception.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Claines CE Primary is a good school. Children in Reception get off to a strong start because of the good provision. In Key Stages 1 and 2, good teaching and an outstanding curriculum enable pupils to achieve well. By the end of Year 6, standards are well above average. Effective care, guidance and support, and a positive school climate lead to good personal development and well-being for pupils.

Good leadership and management contribute considerably to the high quality of provision and positive outcomes for pupils. An experienced headteacher provides good leadership and educational direction. The deputy headteacher and other staff responsible for key areas of the school's work are effective in their roles. Educational provision and pupils' performance is systematically monitored and reviewed. As a result, the school has a clear understanding of what it does well and takes effective action to bring about improvement. For example, improvements have been made in writing, ICT, mathematics and, more recently, science. There are effective systems to assess and track pupils' attainment and progress so staff have a clear overview of how well each individual pupil is performing. Despite regular opportunities for consultation, the school has been less effective in seeking the views of parents. Senior staff and governors were surprised by some of the findings of the parents' questionnaire. Governors have a good understanding of pupils' performance and this enables them to offer constructive challenge as well as strong support. The school demonstrates a good capacity to improve further.

Community cohesion is promoted well. Understanding of different cultures and faiths is promoted extremely well through the school's imaginative curriculum. A productive partnership with a school in Spain has been established and links with an African school are developing. The school also has a good link with a city school with a diverse intake. Visits to different places of worship make a successful contribution to pupils' development. Their spiritual, moral, social and cultural development is good.

Most parents are pleased with the care and education provided for their children. The leadership, approachability of staff and additional activities receive considerable praise. Comments from the parents' questionnaire included, 'great school, well led and managed', 'teaching staff are friendly and approachable' and 'lots of opportunities to try new things for example, African drumming, golf and handbells'. However, a significant minority have concerns about behaviour. Most pupils are very well behaved in lessons and around the school but there are a few challenging boys in the upper part of the school whose conduct can be less positive. Senior leaders have introduced clear policies and strategies which are improving this behaviour. However, teaching approaches are not always fully effective in engaging difficult pupils.

Standards by the end of Year 2 are consistently above average in reading, writing and mathematics. National test results show that standards by the end of Year 6 are usually well above average in English, mathematics and science. Science results dipped to average in 2008 and pupils' progress was satisfactory in this subject. The school has taken effective action to tackle this decline. There has been a successful focus on developing scientific vocabulary and investigative work. Topics such as forces and plants have been given greater attention. Provisional test results and pupils' work show that the current Year 6 has made good progress in science. The emphasis on investigative and problem-solving work contributes well to pupils' good progress in mathematics. Many pupils are confident and articulate speakers. Speaking and

listening activities are used well to develop writing. Pupils have good opportunities to write extended pieces and they are applying and developing writing skills well in other subjects.

Good teaching is a key factor in pupils' good progress. Pupils are enthusiastic learners and respond well to their teachers' clear explanations and instructions. Questioning is used skilfully by teachers to challenge pupils' thinking and check their knowledge and understanding. Assessment information is usually used well to plan teaching and to match activities and tasks to pupils' abilities and needs. Just occasionally, however, lessons are too teacher-directed and tasks are not sufficiently tailored to needs. When this happens, pupils' interest and learning declines. Teaching assistants are well deployed and make a valuable contribution to pupils' learning, particularly for those who need additional help with literacy and numeracy. Pupils are set specific learning targets in literacy and numeracy so they know what they need to do to improve. Individual target setting is much sharper than at the time of the last inspection. The marking of pupils' work is constructive and helpful.

The curriculum is creative and imaginative. It not only promotes good progress for pupils but it also makes a valuable contribution to their personal development. There are effective links between subjects which add relevance and meaning to learning. Provision for music is a strength. For example, Year 3 pupils learn to play the recorder and all pupils in Years 4 and 5 are taught to play the cornet or flute. African drumming is enjoyed by all. The school offers a very good range of clubs and visits. These are thoroughly enjoyed by the pupils and much appreciated by the parents. Health and safety education is promoted extremely well across the school.

Provision for ICT has been improved considerably since the last inspection and pupils use this technology competently in a range of subjects. In Year 1, for example, pupils record sentences and play them back to their peers for feedback. Pupils in Year 2 use a computer program well to solve money problems. In science in Year 6, pupils investigating the energy in different foods take digital photographs to show the burning of foods and the heating of water. Their measurements of time and temperature are recorded on a spreadsheet and converted to a graph.

Pastoral care is effective and there are robust procedures to safeguard pupils. Pupils are confident that there is always a grown-up to whom they can turn if they are upset or have a problem. Pupils thoroughly enjoy school as shown by their very keen participation in activities and their well above average attendance. They adopt healthy lifestyles and show an excellent understanding of the importance of healthy diets and exercising regularly. They thrive on the additional responsibilities they are given and make good contributions to the school and to the wider community. Members of the school council, for example, have contributed to improvements to playtime arrangements. Pupils raise funds for a variety of national and overseas charities. All in all, pupils are well prepared for the next stage of their education. By the time they leave, they have good literacy, numeracy and ICT skills. Their personal and social skills are also well developed.

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

### **Grade: 2**

Most year groups enter the school with knowledge and skills broadly at the levels expected for their age. By the end of Reception, children reach above average standards in all areas of learning. The Early Years Foundation Stage is led and managed well. Good attention to children's welfare, effective teaching and an interesting range of learning activities enable children to make good progress. Children make good gains in their personal and social development because

of the positive relationships established between adults and children. Children thoroughly enjoy their time in the Reception class. They are well motivated to learn and readily share toys and resources. Good attention is given to children's speaking and listening skills and to their mathematical development, particularly calculation. Children have good opportunities to acquire and practise early writing skills. However, there is scope to extend writing opportunities for boys who do not perform as well as girls in this area. Staff provide a good balance of adult-led, structured activities and those that enable children to explore and work independently. Outdoor learning activities are exciting and contribute well to children's creativity and physical development. Parents participate well in activities such as assembly, 'Read with me' and ICT club. There are good partnerships with local preschool settings. Children from these visit and enjoy activities such as drumming, sports events and forest school.

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

- Ensure that teaching and activities in all lessons are closely tailored to differing needs and fully engage all pupils in their learning.
- Ensure that systems for gaining parents' views keep senior leaders and governors well informed of parents' opinions.

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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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

<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	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	1
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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>	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 eliminated	2
How well does the school contribute to community cohesion?	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

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

1 July 2009

Dear Pupils

Inspection of Claines CE Primary School, Worcester, WR3 7RW

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found. Yours is a good school. The range of learning activities is outstanding.

These are the main strengths of the school.

- You really enjoy school and your attendance is very good.
- Your school has a positive atmosphere to learn in.
- Good teaching helps you to make good progress.
- You benefit from an outstanding range of learning activities, including music opportunities, clubs and visits.
- Most of you are very well behaved in lessons and around the school.
- You have an excellent understanding of how to keep healthy and fit.
- Staff take good care of you and provide strong support.
- The school is well led by your headteacher and she receives good support from other senior staff.
- The school has good partnerships with the wider community and you have a very good understanding of how different people live.

There are two areas we have asked the school to improve.

- In some lessons, tasks could be better matched to your different needs and activities could involve you more.
- The school should make sure that it has a clear understanding of your parents' views.

Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours faithfully

Derek Watts Lead inspector