

# Clent Parochial Primary School

## Inspection report

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<b>Unique Reference Number</b>	116796
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	326450
<b>Inspection date</b>	7 October 2008
<b>Reporting inspector</b>	Brian Holmes

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)	104
Government funded early education provision for children aged 3 to the end of the EYFS	15
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Hawkins
<b>Headteacher</b>	B Turner
<b>Date of previous school inspection</b>	17 October 2005
<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>	Bromsgrove Road Holy Cross Clent Clent Stourbridge DY9 9QP
<b>Telephone number</b>	01562 730668
<b>Fax number</b>	01562 731910

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Clent Parochial is small but popular, and a significant number of its pupils travel long distances to get to the school from home. The vast majority of pupils are from White British backgrounds and there are very few pupils who speak English as an additional language. The proportion of pupils eligible for free school meals is low. The proportion of pupils with learning difficulties and/or disabilities (LDD) is above the national average. A large number of pupils join the school later than at the usual starting point in Reception. There is a privately owned nursery on the same site as the school and a privately owned after-school club using the school's accommodation.

The school has achieved the Healthy Schools and International Schools awards.

## 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. Pupils are extremely enthusiastic about the school and parents are very supportive and appreciative of its work. As one commented, 'it is a happy, well-run school' with 'a friendly, caring and welcoming environment'. The school's work in partnership with others to support pupils' well-being, for example with the local church and other local schools, is outstanding. The staff work hard to enable all pupils to achieve well. Their commitment to the school and their effectiveness as a team have continued to provide a good quality of education for all pupils.

Children enter the school with attainment broadly in line with the level expected for their age. In the Early Years Foundation Stage (EYFS), they make good progress and achieve well in the goals expected of them by the end of Reception. In the rest of the school, pupils make good progress to reach standards that are above average by the end of Year 2 and Year 6. The school has taken effective steps to improve pupils' progress in mathematics and it is now good, but standards have not yet caught up with those in English by the end of Year 6. Pupils' good achievement is the result of a good quality of teaching, learning and curricular provision. Pupils think that teachers 'have a sense of humour and make learning fun'. The curriculum provides pupils with a wide variety of activities, which they enjoy and participate in well. The school checks pupils' performance regularly and has introduced learning targets for all pupils in English and mathematics. However, pupils are unsure about their targets or how they will help them to improve their work.

The school provides pupils with excellent care and support for their health, safety and welfare which results in outstanding personal development and well-being. Pupils like everything about the school. As a parent commented, 'My son would give all of his teachers a hundred out of a hundred.' Pupils have a very good awareness of how to stay safe and live healthily. Many pupils make healthy food choices and take regular exercise, for example through the wide range of sports activities on offer. Their enjoyment of school is seen in their excellent behaviour, good attendance and enthusiasm for activities, such as the 'Forest School' and 'Fun Friday'. They make an outstanding contribution to the life of the school and to the community. For example, Year 6 pupils act as 'buddies' for Reception children and all pupils contribute to their classroom rules. Their good achievement and standards of attainment, their positive attitudes to learning and the opportunities they have to work together to raise money for charity mean that they are well prepared for the next stage of their education and later life.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The provision for the youngest children is good because it is well planned, and well led and managed. Provision is checked regularly to identify areas for improvement as well as strengths. Children have access to a range of relevant activities across all six areas of learning, both indoors and outside. They make good progress in their learning and, by the end of Reception, standards are consistently above average.

The school has built good relationships with parents and the local nursery to ensure that all children are well supported. Parents commented on how well their children have settled into the school. Staff place a high priority on children's health, safety and welfare, and on developing their independence, and this results in good personal and social development. Children behave

extremely well and play well on their own and in groups, displaying good levels of confidence. Activities are well planned and assessments are used effectively to meet the majority of children's needs and ensure they are actively engaged. For the most able children, tasks are not always sufficiently challenging. The learning area is well organised to allow independent access to equipment. For example, in the role-play area, children freely use a range of items in the 'doctor's surgery'. As a result, children's spoken language is very good and they communicate their ideas and thoughts well when speaking and listening to each other, for example when discussing 'how to stop the pigeon making mistakes'.

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

- Raise standards in mathematics so that, by the end of Year 6, they are in line with those attained in English.
- Ensure that all pupils understand what their targets are, and how they will help them to improve their work.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement in Years 1 to 6 is good and by the end of Year 6 they reach standards of attainment that are above average overall. The school has worked hard to improve pupils' progress in mathematics recently and it is now more consistent across all year groups. Important factors in this process have been the improved use of assessment to check pupils' performance and adjusting teaching to meet pupils' needs, and the introduction of more practical and engaging approaches to stimulate pupils' interest. Despite this good progress, there is still a gap in standards between English and mathematics by the end of Year 6. The school is aware that there is more to do, particularly in ensuring that a larger proportion of pupils reach the higher Level 5. Pupils with learning difficulties and/or disabilities are achieving well because of the good levels of support they receive.

## **Personal development and well-being**

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. Their social and moral development is seen in the excellent contribution they make to the life of the school through the many opportunities they are given to take responsibility and make decisions. Year 6 pupils have a variety of roles, including acting as prefects, and the school council have influenced decisions regarding the purchase and location of playground equipment. The school has recognised that pupils' cultural development could be improved even further through challenging their understanding of the multicultural society in which they live. Pupils' enjoyment of school is reflected in their support for the range of extra activities on offer, including football and guitar lessons. They say that they feel 'very safe and secure and all the adults help us'. Pupils are very respectful of each other's opinions and beliefs, and work together well in lessons and extracurricular activities. They raise money for a variety of causes, including joint community events such as the summer fair and harvest events with the local church. Through all of these activities, the pupils are developing into sensible and responsible young citizens.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers foster good relationships and manage the pupils well. They plan well to meet the needs of the wide range of abilities in each class and thorough marking gives pupils constructive feedback on how well they have done within the lesson. Teachers use a good variety of practical approaches and resources to stimulate pupils' thinking and make their learning interesting. Pupils work well together as 'talk partners' and in small groups on independent group activities. The level of challenge for all pupils in independent group activities is not consistent, but effective checking by teachers ensures that groups move on to more challenging activities quickly. Teaching assistants are deployed well and provide good levels of support for pupils' learning and personal development.

### Curriculum and other activities

#### Grade: 2

The curriculum meets the pupils' needs well. The school has taken effective steps to improve pupils' progress in mathematics across the school by introducing more opportunities to solve problems and undertake practical activities. Opportunities for pupils to apply their basic skills in other subjects are satisfactory but the school recognises that this aspect of its work could be improved. A good programme for personal, social and health education supports pupils' outstanding personal development. Pupils have good access to a wide range of extracurricular activities, visits and enrichment activities linked to several different subject areas. Through its links with schools in other countries, such as Italy, pupils have pen pals and 'e-mail pals'. The school has introduced a 'Forest School' to support outdoor learning, and pupils are excited about the opportunities this gives them for learning, for example in their work in science and on the environment.

### Care, guidance and support

#### Grade: 2

Staff place a high priority on the welfare and care of pupils and, as a result, provide them with excellent levels of care and support. There are thorough arrangements for ensuring pupils' health, safety and welfare, with regular safety checks and good child protection procedures. These include thorough induction and transition procedures for the pupils and their parents/carers. 'Worry boxes' and 'circle time' are used extremely well to enable pupils to raise their own concerns, which are dealt with sensitively and swiftly. The school works hard to maintain an atmosphere that builds the confidence and self-esteem of all its learners, and additional support for identified groups is readily available. Systems are in place for pupils' academic guidance, and these include individual targets for improvement. These systems are not yet sufficiently helping pupils to improve their achievement because targets are not fully understood by pupils. They are unsure as to how their targets will help them to improve their work.

## Leadership and management

### Grade: 2

All staff have a clear vision for continuing to improve the achievement of pupils and maintain high standards of personal development and well-being. They are well led by senior staff and well supported by the governing body. This common purpose of leaders and staff indicates that the school has a good capacity to improve further, as illustrated by their hard work to improve pupils' progress and achievement in mathematics. There are effective systems for checking teaching and pupils' performance, but systems for setting pupils' individual targets are not having enough effect on pupils' achievement. Subject leaders have a clear role to improve achievement in their areas of responsibility and the impact of their work can be seen in the standards pupils are reaching in English and their progress in mathematics. Governors know the school and fulfil their duties well. They are closely involved in checking the performance of the school through their committees and reports from subject leaders. The school makes a good contribution to the promotion of community cohesion. Pupils' outstanding personal development and well-being, and strong links with the local and wider community contribute particularly positively to pupils' development.

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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?	1
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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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	1
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?	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>	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**

Dear Pupils

Inspection of Clent Parochial Primary School, Stourbridge DY9 9QP

Thank you for being welcoming and helpful when we visited your school. We thought you were extremely polite and friendly. We enjoyed talking to you and listening to what you had to say. We know you really like your school and enjoy going there. We think that Clent Parochial is a good school with many strengths. These are the main things we found out about your school:

- You make good progress in your work and reach above average standards by the end of Year 6, although your reading and writing are better than your mathematics.
- You behave extremely well and look after each other really well.
- You really like your teachers and your lessons, although some of you are not sure how your targets will help you to improve your work.
- You enjoy the wide range of activities and clubs provided for you, particularly 'Fun Friday'.
- The adults in school look after you really well. You get on extremely well with them and with each other.
- You have an excellent understanding of how to live healthily and how to stay safe.
- You make an excellent contribution to the school through the school council and through helping to make class rules.
- All the adults in school work hard to help you do your best.

In order to make the school even better, we have asked the staff to:

- help you to achieve as well in mathematics as you do in your reading and writing
- make sure that all of you understand your targets and how they will help you to improve your work.

You can help by continuing to work hard and behave well.

Best wishes

Brian Holmes Lead inspector