

Clough and Risegate Community Primary School

Inspection report

Unique Reference Number	120412
Local Authority	Lincolnshire
Inspection number	327277
Inspection date	7 May 2009
Reporting inspector	Glynn Storer

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.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	76
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
Appropriate authority	The governing body
Chair	Mr Robert Haresign
Headteacher	Mr Alan Hughes
Date of previous school inspection	6 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Chopdike Drove Gosberton Clough Spalding Lincolnshire PE11 4JP

Age group	4–11
Inspection date	7 May 2009
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Telephone number
Fax number

01775750297
01775750297

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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:

- Whether the school has stemmed the decline in standards in Key Stage 1.
- The features of teaching and the curriculum that have driven recent improvements in standards in Key Stage 2.
- Whether leadership, management and governance are sufficiently rigorous to sustain improvements in standards and quality.

Inspectors gathered evidence from lesson observations, the scrutiny of pupils' current work, the analysis of performance data and the responses to parent questionnaires, the scrutiny of school policies and planning, and from discussions with the headteacher, staff, pupils and governors. Other aspects of the school's work were not investigated in as much detail, but inspectors found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This small primary school serves the communities of Gosberton Clough, Risegate and outlying areas in rural Lincolnshire. Most of the pupils are from White British backgrounds. The school also provides education for children from the local Traveller community. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils from other minority ethnic backgrounds is also below average and none speak English as an additional language. The number of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is about average for a school of this size. The school has a relatively high turnover of pupils. Several join or leave the school part way through their primary education, some spending only a short time in the school.

The school has gained the following national awards: Achievement Award (2002); Investors in People and Sportsmark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Clough and Risegate Primary School provides a good education for its pupils. Parents value the strong family ethos and the excellent relationships that they and their children form with the headteacher and staff. Their approval is clearly reflected in comments such as: 'My child enjoys every minute and I have every confidence in the school and the teachers...' and 'The whole atmosphere is relaxed and happy - it is everything I could have hoped for.'

Under the committed, effective leadership of the headteacher, the school has improved since its last inspection. Teaching and learning are better than they were, both in the Early Years Foundation Stage and in Years 1 and 2. These improvements are giving pupils a better start to their education that is evident in accelerating rates of progress. The curriculum has also improved and staff do a good job in modifying it to meet the needs of pupils in mixed age classes. The school has introduced a thorough system for assessing pupils' attainment and for tracking their progress at key times during the school year. This initiative is already paying dividends. Teachers' expectations of what pupils could achieve are higher and as a result, the targets that they set are more challenging. This, along with sharper planning for pupils of different ages and abilities, has been an important factor in improving achievement.

For many children, attainment on entry to Reception is below national expectations. They get a good start to their education and almost all achieve well over time. However, national tests for seven-year-olds show that standards have declined in recent years and that pupils have not always made the progress that they should. The school has taken effective action to stem this decline by strengthening teaching in Key Stage 1. Tracking data show that virtually all pupils currently nearing the end of Year 2 have made satisfactory overall progress during Years 1 and 2 and that, for many, progress during the last year has been good. Standards remain below national expectations but are set to rise as more effective teaching accelerates pupils' progress and drives out historic underachievement. In the 2008 tests for 11-year-olds, standards were above the national average. These results indicated that most pupils had made satisfactory progress from their starting points in Year 3. Teachers' assessments and the work of pupils currently in Year 6 indicate that above average standards are being maintained in English, mathematics and science. However, this now represents good achievement, both in Key Stage 2 and over time, because pupils' starting points in Year 3 and on entry to school were lower than those of the pupils who took the tests in 2008. Pupils who find learning difficult make good progress alongside their peers. The school is particularly successful in settling its frequent new arrivals, including those from Traveller heritage, and in getting them up to speed and progressing as they should.

Pupils learn well because teaching and the curriculum are good. Careful planning of individual lessons and of the curriculum as a whole ensures that teaching responds to pupils' needs, for example by ensuring that those at risk of falling behind receive good support. The effective use of information and communication technology, by teachers and pupils alike, plays an increasingly prominent role in the curriculum. A strengthened focus on developing pupils' understanding of letters and sounds is improving early literacy skills. Lively and varied teaching styles, high expectations and effective pupil management draw a positive response from pupils in most lessons. Pupils rise to the challenge to do their best because learning is fun and enrichment activities, such as visits to local sites of educational interest promote high levels of enjoyment and effective learning. In some lessons, however, teachers have to work hard to

control pupils' enthusiasm. When this causes the pace of learning to slacken, the quality of pupils' response deteriorates and rates of progress fall.

Personal, social, health and citizenship education permeates the curriculum and results in good and, at times, outstanding outcomes for pupils in terms of their personal development and well-being. Most pupils behave well because staff have high expectations and manage occasional behavioural issues well. However, some younger pupils continue to need guidance in this area. Nevertheless, by the time that pupils leave the school, many have developed extremely positive attitudes to learning and respond exceptionally well during lessons. The importance of safe and healthy lifestyles is a recurring theme across the curriculum and so pupils gain an excellent understanding of these important issues. Good standards of basic skills and positive attitudes to learning equip them well for their future economic well-being. Spiritual, moral, social and cultural development is good. Pupils are sensitive and act on an understanding of what is right. They make a strong contribution to the school and also contribute to the community beyond the school, for example with their harvest gifts, support for good causes or by participating in local events. The school's work in promoting community cohesion is outstanding. Carefully planned curriculum topics give pupils clear insights into local, national and global issues and provide the wider perspectives needed for life in a culturally diverse society. Outreach to the local traveller community has been highly successful in breaking down barriers, promoting good levels of equality of opportunity and engendering positive attitudes, both in school and in the local community.

A strong commitment from all staff and effective links with parents and outside support agencies underpin good quality pastoral care for all pupils. This is reflected in improving rates of attendance, which are now good for most pupils. They are also a key factor in integrating pupils who have had little formal education or who arrive in school part way through the school year. Safeguarding procedures meet current government requirements. Arrangements for academic guidance to pupils are developing satisfactorily. Older pupils have a reasonable understanding of how well they are doing and of how to achieve the levels that they are aiming for. However, teachers are not yet making best use of the regular assessments that they make to inform targets and the guidance they provide for individuals and groups. As a result, some pupils do not clearly understand how to improve their work.

The headteacher leads the school well. He provides a clear sense of direction. His passion for the school results in a strong team spirit amongst staff, with everybody pulling in the same direction. The impact of effective leadership and management over time is evident in improved accommodation, resources and facilities, and in developments that have contributed to improving levels of achievement. These indicate that the school is well placed to improve further. However, though school self-evaluation is generally accurate and the school is thorough in evaluating the impact of important aspects of provision, such as that for promoting community cohesion, most of the formal monitoring rests with the headteacher. Staff who oversee subjects or other aspects of the school's work are not given the necessary time to play a full part in leading the school forward even though, as able practitioners, they have the capacity to do so. Governors are actively involved in overseeing the school and provide a good balance of support and challenge.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Early Years Foundation Stage provision is good. Children currently in Reception are making good progress. Even though about half entered school with levels of knowledge and skills that

were below those normally expected of four-year-olds, overall standards are now broadly average. The few children who remain below national expectations have made good gains from their individual starting points. Those who find learning difficult are also progressing well because they receive good support from teaching assistants.

Children generally behave well, develop good relationships with each other and enjoy the wide range of activities available to them. They benefit from a purposeful learning environment that encourages them to work and play confidently and independently, for example in the outdoor area.

Children flourish in the Early Years Foundation Stage because their welfare is given high priority. Staff are attentive to children's personal needs and are sensitive, patient and supportive in dealing with occasional problems that arise. Effective leadership and management have secured considerable improvement since the last inspection. The result is thorough planning that covers all areas of learning, with staff ensuring that there is a good balance of adult-led activities and opportunities for children to follow their own interests and to initiate their own learning.

What the school should do to improve further

- Use assessment data more effectively in setting individual targets and in ensuring that all pupils know how to improve their work.
- Give all staff with leadership responsibilities a more prominent role in evaluating the areas they lead and in planning for school 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?	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 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/or disabilities make progress	2

¹Grade 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

How good are 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	1
The extent to which learners enjoy their education	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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	3
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?	1
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**

8 May 2009

Dear Pupils

Inspection of Clough and Risegate Community Primary School, Spalding, PE11 4JP

You may remember that I visited your school a little while ago, along with my colleague Mr Marsden. Thank you for making us so welcome and for taking time to talk to us and to answer our questions. I particularly enjoyed seeing how well you work and play together and I had fun in Reception too.

I thought that you would like to hear what we found out about your school.

There are many good things happening in your school:

- Children in Reception get a good start to their education.
- By the time that you leave school, almost all of you have made good progress in English, mathematics and science and overall standards are above average.
- You are especially good at welcoming new children who come to the school.
- You thoroughly enjoy school because teachers, educational visits and special events make learning interesting and exceptionally enjoyable.
- You get on wonderfully well with one another and your behaviour is good.
- All of the adults take good care of you and help you when you have problems.

In order to make things just that little bit better, I have asked the headteacher to make sure that your teachers make the best possible use of the information they get when staff assess your work each term. This should mean that you get clearer targets and better information on how well you are doing and on how to improve. You can help by trying really hard to follow the advice that you are given. I have also asked the headteacher to give those members of staff who take the lead in parts of the school's work the time that they need to check how well things are doing and to plan ways of making things even better.

I hope that you will all continue to work hard and enjoy your time at Clough and Risegate Community Primary School.

Yours sincerely

Glynn Storer

Lead inspector