

# The Claypole Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	120544
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	327305
<b>Inspection date</b>	26 June 2009
<b>Reporting inspector</b>	David Speakman

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)	168
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>	Mr Ian Phillips
<b>Headteacher</b>	Mrs Heather Burns
<b>Date of previous school inspection</b>	3 May 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 Lane Claypole Newark Nottinghamshire NG23 5BQ

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<b>Age group</b>	4–11
<b>Inspection date</b>	26 June 2009
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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:

- the level of attainment on entry using inspection observations and the school's assessment data
- the opportunities pupils have to contribute to the school community
- how well pupils understand their targets and how helpful they find marking
- how detailed the school's records are in relation to monitoring and evaluating the quality of teaching and learning.

Evidence was gathered from lesson observations, sampling of pupils' work, scrutiny of school documentation, assessments, progress tracking and target setting information. Discussions were held with the headteacher, pupils, teachers and governors. An analysis of parents' questionnaires was also carried out. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments as given in its self-evaluation, were not justified. These have been included where appropriate within the report.

## Description of the school

This is a smaller than average school which serves the village of Claypole and surrounding villages. The percentage of pupils known to be eligible for a free school meal is below average. Virtually all pupils come from a White British background. All pupils speak English as their first language. Children in the Early Years Foundation Stage are taught in a Reception class. There is a smaller than average proportion of pupils with learning difficulties and/or disabilities and none has a statement of special educational needs.

The school has the Basic Skills Quality Mark and the FA Charter Standard for Schools, in recognition of its provision in physical activities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The overall effectiveness of this school is good. It provides a good quality education, which is effective in helping pupils to achieve well. The school's self-evaluation is outstanding and is key to the school showing significant improvement since the previous inspection. Virtually all aspects of provision and the resulting outcomes are now judged to be a grade higher than they were then. Based on the quality of self-evaluation and the improvement demonstrated, the school has an excellent capacity to make further improvements.

Pupil's achievement is good at all stages in the school. This is an improvement on judgements made at the time of the previous inspection, when achievement was only satisfactory. Pupils at Key Stage 1 achieve well and by the end of Year 2, standards are above average overall. In reading and mathematics, they are well above average and are above average in writing. Attainment at Key Stage 1 has been rising steadily. This is partly due to the very effective use pupils make of excellent academic guidance. For example, when writing they make constant reference to their targets for improvement and to guidance provided, which informs them about what makes a good piece of writing. This practice helps pupils of all abilities and with specific learning needs to make equally good progress.

A similar improvement in standards is clear in Key Stage 2. This year's Year 6 National Curriculum test results are exceptionally high in English and above average in science. Results for mathematics had not been received at the time of the inspection, but the school's assessments indicate that these will be well above average, indicating that overall attainment at the end of Year 6 is well above average. This represents an improvement on average test results in 2007 and above average in 2008. This year's national test results have exceeded challenging targets set in English and science. The pattern of improved standards is set to continue as attainment for pupils in Years 3, 4 and 5 is already above that expected for their ages. Standards in other subjects exceed age related expectations. Pupils' skills in information and communication technology are exceptionally high. Year 3 pupils confidently edited film clips to produce a trailer to promote a film. Art on display around the school is of a good quality. Pupils successfully combine their excellent speaking and listening skills with good singing and instrument playing to produce high quality performances. Pupils are well prepared for their next steps with skills that will contribute to their future success, including excellent collaborative working skills.

Central to pupil's success in their academic development is their outstanding personal development. Excellent behaviour and high levels of interest and enjoyment of school help to ensure that lessons run smoothly and that pupils stay focused for long periods. Attendance is good. Pupils come into class before the beginning of the school day to get settled for their day's work, so punctuality is good. Outstanding spiritual, moral, social and cultural development is seen in the excellent way in which all pupils get on very well with each other and the exceptionally harmonious way in which the school functions on a daily basis. Pupils care for each other very well and their positive contribution to the school community means they feel safe whilst there. Pupils say they feel free from any form of intimidation and that if any difficult situations do arise they know who to go to for help. They express confidence that these will be dealt with quickly and effectively. Pupils are encouraged to live healthy lifestyles. Whilst in school they eat a healthy diet and take lots of physical exercise. They are able to deal with any hazards that they may encounter out of school through road safety, Bikewise training and developing a thorough awareness of how dangerous harmful substances can be. Procedures

for safeguarding meet current government requirements. All health, safety and child protection requirements are fully in place.

The quality of education provided is good. Teaching and learning are good and some aspects of teaching are excellent. The use of information and communication technology as a tool for learning is excellent, such as for presentations to make learning clear. Teachers use assessment information well to give them an accurate knowledge of pupils' learning needs and match tasks to provide good levels of challenge. However, there is an inconsistent approach to providing pupils' with opportunities for independent learning. The marking of pupils' work is helpful to pupils in improving their work. They say, 'Teachers tell you what needs improving and what is good'. Lessons are interesting, engage pupils' attention and enthusiasm for learning, whilst providing them with many opportunities to apply and consolidate learning.

The curriculum is planned so that pupils in mixed-age classes progressively develop skills, knowledge and understanding as they move through the school. The headteacher and subject leaders, having completed a detailed evaluation, are aware of any weaknesses. Although pupils are involved in planning their targets, they are not involved in planning the next steps in their learning. Otherwise, the curriculum is enriched well with a broad programme of visits, visitors and extra-curricular provision. Partnerships with other schools and outside agencies promote pupils' learning and well-being effectively. Support programmes for those in danger of underachieving, and extension activities for those capable of doing much harder work, ensure that equality of opportunity is promoted well.

Leadership and management are effective in raising achievement and in continuously improving the quality of education provided. The headteacher is working effectively to manage raising the profile of subject leadership. Subject leaders now produce detailed evaluations for their subjects that are used to inform whole school priorities for improvement. Targets are challenging and used effectively to raise standards, as seen in the improvement in many key areas. Governors play a key role in leadership and management. They are focused and their organisation and responsibilities mean that they monitor key areas of school development effectively. Some governors are new to their roles but are quickly developing their links with the school. Governors support the school well whilst still holding staff to account for their performance.

The school promotes community cohesion well. The headteacher, staff and governors have conducted an audit of the school's context, locally, nationally and globally and of the next steps they need to take to move this aspect on further. Pupils are involved in the local community through a wide variety of activities, significantly through sport, music and charitable fund raising. Themes through the curriculum help pupils to understand something of what it is like to live in other cultures. These are strengthened by links with Kenya, although their first-hand experience of different cultures is limited. The school itself operates as a very cohesive community, with a good range of responsibilities taken on by pupils to support the quality of school life.

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

### **Grade: 2**

Children achieve well in their Reception Year. They are securely prepared for their move into Year 1, both academically and in their personal, social and emotional development. Attainment on entry is broadly in line with that nationally expected for children of this age. By the end of Reception, standards exceed those expected for the end of the Early Years Foundation Stage. Most children are working comfortably in the Key Stage 1 National Curriculum. The quality and

range of learning opportunities are good. There is a strong emphasis on learning through play and on developing children's speaking, listening and writing skills. Even though there is a focus on developing communication skills, other important areas feature just as strongly in the curriculum. Children's learning is equally effective in the well-equipped outdoor area. The balance between teacher-led activities and those that children choose is carefully managed so all children experience a balance across all areas of learning. Children are exceptionally well looked after and all matters relating to health and safety are fully in place. Consequently, children enjoy coming to school and enthusiastically engage in the good range of learning opportunities. The Early Years Foundation Stage is well led and managed and the staff team works effectively together. Detailed assessments are used very well in planning the next steps in individual children's learning.

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

Develop the curriculum in response to the school's evaluation of curricular planning in order to:

- promote a more consistent approach to independent learning
- enable pupils to take more responsibility for their own learning by contributing to planning next steps, taking account of their own interests.

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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	1

### 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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
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?	1

## 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	1
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

29 June 2009

Dear Pupils

Inspection of The Claypole CofE Primary School, Claypole, NG23 5BQ

Thank you for making us welcome during our recent visit to your school. You are clearly very happy and you all do your very best. We enjoyed meeting you and your teachers and visiting lessons to watch you at work. It was interesting to speak to you and find out what you think about the school and how you contribute to making it a very pleasant place to be.

You go to a good and improving school. Those of you we spoke to speak highly of your time there. All the staff work well together to provide you with a good quality education. You make good progress in lessons and standards by the end of Year 6 are now well above average and still improving. You help a great deal by behaving exceptionally well and trying hard to do your best. We were impressed by how well you respond to your teachers and are willing to try hard. We liked the sensible way in which you make friends and care about each other, helping others feel very safe in school. Those of you we spoke to said how much you enjoy school and find lessons interesting. You are well prepared for the next stages of your education.

To make things even better, we are asking the staff and governors to:

- look at developing the curriculum to create more opportunities for you to learn independently and to have some say in planning the next steps in your learning.

We feel you are ready to do this because of the sensible way in which you already review your targets with your teachers. We are sure you will all help make the school become even better by continuing to cooperate with your teachers and each other.

We wish you all the best in the future.

Yours faithfully

David Speakman

Lead inspector