

Clenchwarton Community Primary School

Inspection report

Unique Reference Number	120869
Local Authority	Norfolk
Inspection number	327381
Inspection date	6 November 2008
Reporting inspector	Helen Ranger

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)	217
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 Rod Payn
Headteacher	Mr Mark Oldridge
Date of previous school inspection	14 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Main Road Clenchwarton King's Lynn Norfolk PE34 4DT

Age group	4–11
Inspection date	6 November 2008
Inspection number	327381

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Introduction

The inspection was carried out by two Additional Inspectors. Inspectors evaluated the overall effectiveness of the school and investigated how well pupils achieve academically, the quality of pupils' personal development and well-being and how effectively leaders and managers evaluate and improve pupils' achievements.

The inspectors gathered evidence from records of pupils' progress, observations of lessons, assembly and breaktime activities, examples of pupils' work, discussions with pupils, staff and governors, and questionnaires and letters from parents. The main documents used by the school in its monitoring were examined. Other aspects of the school's work were not investigated in detail but the team found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified or better, and these have been included where appropriate in this report.

Description of the school

This average-sized school caters for pupils from quite a wide area and is regularly over-subscribed. Pupils are from a very wide range of socio-economic circumstances. Almost all are from White British backgrounds and speak English as their first language. Children join the Early Years Foundation Stage (EYFS) in the Reception class with attainment that is broadly in line with the levels expected nationally for four-year-olds. The proportion of pupils who are receiving extra support with learning is similar to that in most schools, although the proportion with a statement of special educational need is higher than average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

When the school was last inspected in 2005 it was judged outstanding. It is a tribute to the commitment and expertise of staff and governors, and a reflection of the school's excellent partnership with the families it serves, that this remains the case. Parents' highly positive views of its provision are summed up by one, who described the school as, 'a fantastic place for learning and developing social skills'.

One of the most significant ways in which the school excels is the exceptionally high academic standard that pupils reach. Achievement is excellent. For several years now, standards in the national tests at the end of Year 6 in English, mathematics and science have been much higher than the national average. This happens because adults focus tirelessly on checking that all individuals build up their learning systematically. Teaching and learning are outstanding. Staff have very high expectations, which they describe as a 'can do' approach. As a result, ambitious goals are communicated very effectively to pupils who know they are expected to work hard but, equally, that lessons will be enjoyable and purposeful. Able pupils thrive because lessons challenge and interest them. A similarly important element of the provision is the comprehensive programme of activities planned for pupils who need additional adult help. For example, pupils with moderate learning difficulties and those with statements of special educational need have very effective individual programmes. The contribution of the teaching assistants to the success of these is substantial. It typifies the strong spirit of staff teamwork that is apparent in all parts of the school. The quality of teaching is also supported very effectively by the arrangements to track and analyse pupil progress and to set rigorous but realistic targets. These arrangements are securely established in Years 1 to 6 and are currently being strengthened for the Reception class to raise standards further.

The high expectations and effective individual support for pupils ensure that their personal development and well-being are promoted just as well as their academic progress. Pupils' spiritual, moral, social and cultural development is outstanding. They develop principles and values to guide them. They form excellent relationships with others and respect the adults who care for them so well. An almost complete absence of unkind behaviour means pupils feel very safe and show great care in their dealings with others. Pupils enjoy school enormously. One described it as 'really, really fun.' Attendance is consistently above the national average with the result that pupils are in a position to take full advantage of all they are offered. Behaviour is excellent because pupils find so much purpose and enjoyment in learning, are very clear about the standards of conduct expected of them and are managed consistently well by their teachers.

Democratically elected pupils carry out key roles in pupil leadership, for example, through the influential school council. The 'Eco team' is conscientious in developing the sustainability of the school. This has resulted in a national award. The gardening team is active in developing the splendid grounds further, with plants that are both attractive and edible in the Sensory Garden and vegetable patch. The school's promotion of environmental awareness is extremely successful in raising pupils' awareness of their responsibilities as young citizens. They talk about how their actions can have an impact on other world communities, for instance, through involvement in an initiative to support African farming. The Healthy School Award and Activemark justly recognise Clenchwarton's pupils' good understanding of how to lead healthy lifestyles. However, pupils' individual commitment to embracing physical activity and healthy foods in their own lives at present is good overall, rather than outstanding.

The curriculum is a great strength. Staff have continued to develop its breadth very well since the last inspection. The only significant area identified for improvement then was to extend the range of physical and creative activities. The daily 'Inspire' sessions have contributed to addressing this issue. During the inspection, for instance, pupils learned Spanish vocabulary in a highly enjoyable lesson using a computerised dance mat, while another group developed accurate hand-control when learning origami. Lessons in all age groups increasingly link subjects together, where appropriate, to make activities more interesting and relevant. At the same time, staff ensure that any such thematic work is underpinned by a secure structure of the skills needed for each subject.

The quality of care, guidance and support for pupils is outstanding. Parents' and pupils' views of these arrangements are highly complimentary. Child protection, safeguarding and other health and safety procedures are taken very seriously, promoting children's welfare extremely well. Pupils' achievements are regularly monitored to ensure that the curriculum and any additional help are targeted effectively. Pupils are given good quality academic support through the effective systems for setting targets, marking and pupil self-assessment.

The headteacher, with excellent support from his deputy, continues to lead a very strong staff team. While the school is quite modest about some of its achievements, its self-evaluation systems ensure that pupils receive a rich and varied education that equips them extremely well for the next stage of their schooling. Governors are highly supportive and include a core of people with many years of experience in the school and village community. This aids the excellent links which exist with the local area. For example, pupils recently contributed time and skills to clean up nearby playing fields. They promote the neighbourhood through the school council's and Eco team's own websites. Governors visit regularly and rightly trust the staff to do an excellent job. Governors' own monitoring of current initiatives lacks some rigour at times and, while some members hold the school to account on a regular basis, this is not always the case. This has already been identified by the school as an area that needs further development. Nevertheless, the school continues to offer a first class service to its community and its track record of recent years demonstrates an excellent capacity for this to continue.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Reception Class is good. There are outstanding features in children's personal development and in how their welfare is ensured. The school's records of recent years show that children make good progress in all areas of learning. By the end of Reception, standards are above those seen in most schools. The newest intake has settled quickly into school and parents' views are very positive. The staff team is extremely effective in promoting children's welfare. The result is that children have a safe environment, behave exceptionally well and can be confident that any upsets or problems will be dealt with promptly and sensitively. Staff work well together to provide a good range of activities for this age group. Very good use is made of the accommodation with children moving smoothly between indoors and out. There is good attention to their individual interests and needs. Children have many opportunities to choose or plan activities, while staff ensure that key skills are developed in adult-led sessions also. The current staff team was established relatively recently and is still developing some aspects of provision. One such area is the fine-tuning of arrangements to assess and track each individual child's progress in the most effective way. This is a timely initiative to improve the overall quality of provision still further.

What the school should do to improve further

- Ensure that initiatives to assess and track achievement in the Reception class (EYFS) are effective in promoting and demonstrating the best possible progress for each child.

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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?	1
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	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?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

7 November 2008

Dear Pupils

Inspection of Clenchwarton Community Primary School, Clenchwarton, King's Lynn PE34 4DT

This letter is to send you an enormous thank you from Dr Williams and me for your welcome and help during our recent visit to your school. A few years ago another inspection team visited and decided that your school was outstanding. We are delighted to say that we think this is still the case.

Because the teaching in your school is excellent and staff plan so many interesting activities, you make really good progress. This means that when the Year 6 pupils leave, they are exceptionally well prepared for their work at their high schools. You are also caring young people who respect others, behave extremely well and enjoy school enormously. Many of your parents told us how happy they are with how you are getting on and about the many close links between home and school. They say that the adults in your school care for you in an outstanding way, and we agree.

We were very impressed with all your efforts to work with the local community and how you care about the future of the world. We saw for ourselves how vigilant you are about turning off lights and closing doors to conserve energy - you very politely made sure that I also did this!

All these splendid things happen because the staff and governors in your school work together as an excellent team. They are very ambitious about how well you can do and you rise to all the challenges they set you. Well done for all your hard work! We have asked the staff to carry on improving one important thing. They are already working on the best ways to check that the children in Reception do as well as possible. We think they are right to do this. The Reception class is an exciting place to be and you can be proud that the staff want to make it even better.

I hope you keep on enjoying life at Clenchwarton Primary.

Best wishes

Helen Ranger

Lead inspector