

Clipston Endowed Voluntary Controlled Primary School

Inspection report - amended

Unique Reference Number	122013
Local Authority	Northamptonshire
Inspection number	327621
Inspection date	14 May 2009
Reporting inspector	Ruth Westbrook

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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	146
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	Liz O'Leary
Headteacher	Emma Mercer
Date of previous school inspection	1 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	High Street Clipston Market Harborough LE16 9RU
Telephone number	01858 525261

Age group	4–11
Inspection date	14 May 2009
Inspection number	327621

Fax number

01858 525114

Age group	4-11
Inspection date	14 May 2009
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Amended Report Addendum

Report amended due to administration error

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Introduction

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

- the effectiveness of strategies to improve mathematics across the school
- whether the school's tracking of pupils' progress is now rigorous and contributing to improved standards
- the ways in which the curriculum has improved since the last inspection.

The inspectors gathered evidence from lesson observations, discussions with pupils, staff and governors, scrutiny of pupils' work and the school documentation, parental questionnaires and national assessment data. 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 form, were not justified, and these have been included where appropriate in the report.

Description of the school

This is a school of smaller than average size in which the proportion of pupils eligible for free school meals is well below average, as is the proportion of pupils who speak English as an additional language. A few pupils are at an early stage of learning English. The school has an Activemark and the Healthy School award. The governing body manages a before and after-school club. The children in the Early Years Foundation Stage come from a number of pre-school settings in the local area and are taught in the school's Reception class. The pre-school facility on the school site is run privately.

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 which has improved considerably since its last inspection. The headteacher, with effective support from senior leaders, has shared very clearly her plans to move the school forward. The impact of these plans is now being seen. Standards have improved at Key Stages 1 and 2 at a better rate than that seen nationally. The curriculum and care, guidance and support are good and they promote the effective personal development and well-being of pupils. Many parents responding to the inspection questionnaire commented on their appreciation of the improvements to the school. As one parent commented, 'The school has a good family atmosphere and the children care for each other. The children are at the heart of the school.' There is a clear emphasis on celebrating achievements through, for example, class diaries and achievement files, which are treasured by pupils. Pupils reflect this in the pride they take in their work, exemplified in the excellent quality of displays of Lowry-inspired drawings and Key Stage 2 creative homework logs.

Achievement in the school is good and standards are above average. Progress in the Early Years Foundation Stage is satisfactory because, although children's progress is carefully mapped, planning and organisation do not always ensure that every child is suitably challenged to make up gaps in their learning. Standards in English are consistently above average by the end of Year 6 and standards in science are exceptionally high. In mathematics, standards are above average, but the rate of progress in this subject across the school is slower for some pupils, including some of the most able. A number of well-led strategies put in place this year are beginning to raise standards in mathematics by developing a greater emphasis on using and applying number skills and knowledge. Appropriate professional training for staff, the purchase of more effective materials and equipment and useful information for parents on how they can support their child in mathematics have also supported early improvements in the subject.

Teaching is good and takes account of individual pupils' needs so that they make good progress in their learning. Teachers plan a range of activities that stimulate pupils' interest. Relationships between all members of the class are good, based on clear expectations about behaviour and work rate. Teachers share the objective of the lesson with pupils so they are clear about what they are to learn. Regular marking highlights what pupils have done well and explains what they need to do to improve and what they need to remember in their future work. In a minority of lessons, these principles of good teaching and assessment are not fully embedded. As a result, pupils' learning is slowed because they are not always clear about how to be successful in their work.

Pupils say they really enjoy school. They thrive on the many opportunities to work and play together and do this very well. The playground and classrooms are safe and happy places. As a result, attendance levels are good. In the words of one pupil, 'It's a great place to be; there's always someone to talk to.' They know they can turn to adults in the school if they have a problem. As one pupil said, 'It will be sorted out right away – they understand.' Behaviour is good because pupils are encouraged to consider their actions and feelings towards each other through reflection time and assemblies. The spiritual life of the school community is a priority for staff and underpins the set of values which pupils and staff share and work on together. There is a well-established school council which raises money and contributes ideas for school improvements. Many pupils take on responsibilities, carrying them out maturely. The quest for eco-school status is being well supported by a group of pupils who have established a compost-making system and are running a potato-growing competition. Pupils have a good

understanding of how to lead healthy lifestyles. They are particularly active at break times, taking advantage of the grounds and equipment such as the tyre park which they helped to provide through fund raising. Many take part enthusiastically in the wide range of clubs and sports opportunities that are part of the good extra-curricular programme.

Developments to the curriculum over the last two years have led to considerable enrichment. Consequently, pupils have positive attitudes to their learning. They enjoy the 'active' style typical of much of their work, such as using the new mathematics equipment to measure area and perimeter in the school grounds. Through these activities, pupils develop a range of interpersonal skills and self-confidence that are helping them to prepare for a successful future. Opportunities for cultural and moral development are good. Through a rich programme of themed days and weeks, visits and visitors, pupils have a good awareness of faiths, cultures and backgrounds different to their own. Their understanding of communities elsewhere in the United Kingdom and the world is enhanced well by the strong links which exist with a school in the city of Leicester and one in India. Pupils use their information and communication technology (ICT) skills and literacy skills successfully across a range of subjects. There are, however, limited planned occasions for pupils to use and apply their numeracy skills in subjects other than mathematics, and this reduces the opportunities for pupils' progress.

Good leadership and management are focusing on raising standards. Data are used well to set challenging targets for year groups and individuals. The systems to track pupils' progress are rigorous and effective in identifying underachievement. The systems to support pupils with learning difficulties and/or disabilities have been strengthened and are now good. Governors know the school well. They understand its work and support its development. They are being particularly effective in promoting links with the local and wider community. The school works well with others to enhance the quality of its work. The good level of understanding by leaders of the school's strengths and areas for development and its recent improvements show that the school's capacity for further improvement is good.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision in the Early Years Foundation Stage is satisfactory. When they arrive in Reception, most children have a range of knowledge and skills similar to that expected for their age. They make satisfactory progress in their learning and by the start of Year 1 most are attaining at average levels. The positive links with pre-school providers and parents help the children to settle quickly into the Reception class. They make good friends with each other and at play times with older pupils. This helps them to become more confident and be happy in school. Children work well together but are also able to work independently, finding the correct equipment to help with a task. There is a satisfactory balance of teacher-led and child-initiated activities. Teachers' planning and assessment cover all the areas of learning adequately. The progress of children is mapped carefully, but not enough thought is given to the next steps for individual children when gaps in their learning are identified. The children's learning is enriched by visits such as the recent visit to Bluebell Wood and the visit to the school of newly hatched chickens. Opportunities for children to further extend their learning are restricted by the limitations of the outdoor area, but plans are in place to develop the area later this year. The teachers are new to the stage this year and are enthusiastic to improve the provision. Teachers and teaching assistants work well as a team and place a high priority on care and welfare, ensuring that good procedures are in place. There is currently no permanent leader of the

Foundation Stage, but planning is in place to address this and the headteacher is well placed to support developments in this role.

What the school should do to improve further

- Ensure that the use of assessment, target setting and marking is consistent so that the quality of teaching and learning is good across the school.
- In the Early Years Foundation Stage, use assessment data more rigorously so that individual children can be engaged in learning activities which will promote better progress for them towards the early learning goals.
- Provide more opportunities for pupils' numeracy skills and knowledge to be used and applied in other subjects so that standards in mathematics rise, including those for the more able.

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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	No
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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

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	2
The extent to which learners adopt safe practices	2
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	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**

15 May 2009

Dear Pupils,

Inspection of Clipston Endowed Voluntary Controlled Primary School, Market Harborough LE16 9RU

Thank you for welcoming us so warmly on our recent inspection of your school, which we have judged to be a good school. I would like to share with you what we learned about the school. These are the things we particularly liked.

You make good progress in your work and reach standards which are above average. Your standards in science are particularly good. You enjoy school very much, working with your friends and others on the many activities during and after the school day. Teaching is good, your teachers plan interesting lessons and there are many visits and visitors to help you in your learning.

You understand well how to be healthy and safe and take part enthusiastically in activities to help you keep fit. Your behaviour and attendance at school are good. Many of you play a good part in helping your school and local community. You do this responsibly. You are interested in making your school a better place and through your school council and eco committee you are achieving that with a number of schemes which you put in place. Your involvement in the links with other schools in India and Leicester are helping you to understand what life is like in communities which are very different from your own. Your headteacher, governors and all staff care for you well and support you to do your best.

These are the things we are asking the school to improve to make it even better:

- To help you use your numeracy skills more often in subjects other than mathematics so that you make better progress, especially those who need difficult mathematical challenges.
- We would like marking to help you to be clear about how you can improve your work.
- In the Reception class we have asked that the activities help children to make good progress by being matched carefully to the gaps in their learning.

Yours faithfully

Ruth Westbrook

Lead inspector