

Clee Hill Community Primary School

Inspection report

Unique Reference Number	123360
Local Authority	Shropshire
Inspection number	327891
Inspection dates	24–25 June 2009
Reporting inspector	Barbara Atcheson

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	126
Appropriate authority	The governing body
Chair	Mary Wiltshire
Headteacher	Andrew Ellis
Date of previous school inspection	21 June 2006
School address	Tenbury Road Clee Hill Shropshire SY8 3NE
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Introduction

This pilot inspection was carried out by one additional inspector. The inspector visited seven lessons, and held meetings with governors, staff and groups of pupils. She observed the school's work, and looked at the school's plans, its self-evaluation, its tracking data and the minutes of the governing body. She considered the responses in 27 questionnaires that had been returned by parents and carers.

The inspector reviewed many aspects of the school's work. She looked in detail at the following.

- The learning and progress made by all pupils, including the more able, across the school.
- The effectiveness of the school's work to improve boys' literacy and support the learning of pupils with learning difficulties and/or disabilities.
- The effectiveness of the new leadership team in securing school improvement.

Information about the school

This is a smaller than average sized primary school situated in a large village in a rural area.

Almost all of the pupils are of White British heritage. More pupils have learning difficulties and/or disabilities than is typical in a school of this size. The school provides for children in the Early Years Foundation Stage in a mixed Reception and Year 1 class. At the time of the inspection the school was being led on a temporary basis by the deputy headteacher who was appointed in September 2008, as the new headteacher, appointed in January 2009, was absent because of illness. On the school site, there is a privately run playgroup, and an after school club.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

3

Main findings

Clee Hill Community Primary School provides a satisfactory education.

- Children in the Early Years Foundation Stage get off to a good start in Reception.
- Most pupils make satisfactory progress in Years 1 to 6 and reach broadly average levels of attainment. Standards in mathematics are weaker than in English and Science at the end of Key Stage 2, and more-able pupils do not reach higher levels in mathematics at the end of Key Stage 1. Progress is better in reading and writing than in mathematics.
- Teaching is satisfactory and sometimes good, but teachers' expectations are not always high enough. Teachers do not always have an accurate understanding of sub levels within the National Curriculum. Assessment information is not always used well enough to ensure that work is matched precisely to pupils' needs and all pupils are appropriately challenged
- Pupils say that they feel safe and secure, and enjoy coming to school. Nearly all of the parents who replied to the inspection questionnaire agree.
- Staff know pupils and their families well. The school's caring and supportive ethos helps all pupils to become confident learners.
- Pupils are friendly, polite and caring and behave well.
- Pupils make a good contribution to school life. They have a good understanding of how to keep fit and healthy and enjoy the after-school sports clubs.
- The new headteacher has quickly identified what needs to be done. He has energised the staff. With the support of his new senior leadership team, he has put in place measures that are already leading to improvements and halted the downward trend in results. This demonstrates that the school has satisfactory capacity for further development.

What does the school need to do to improve further?

- Help pupils in Key Stages 1 and 2 to make faster progress, particularly in mathematics, so that pupils attain standards that are at least in line with other subjects.

- Ensure that the majority of teaching is good by making sure that:
 - teachers have an accurate understanding of the sub levels within the National Curriculum.
 - teachers have high expectations and set work that is appropriately challenging.
- Make better use of assessment information to:
 - set more precise learning targets
 - match teaching to individual learning needs.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Throughout the school pupils say that they enjoy their learning. Children make good progress in Reception because of the variety of stimulating and wide-ranging learning activities. The inspector observed that in Key Stages 1 and 2, pupils' achievement in most lessons is satisfactory. Pupils make better progress in reading and writing than in mathematics. Teaching assistants are skilled at supporting the relatively high proportion of pupils with learning difficulties and/or disabilities so that they too make satisfactory progress. The majority of more-able pupils make good progress, however the inspector observed that when lessons lack challenge these pupils make only broadly satisfactory progress, particularly in mathematics. The overall levels of attainment at the end of Key Stage 1 and Key Stage 2 vary from year to year, because of the small numbers in each year group and the differing proportion of pupils with learning difficulties and/or disabilities. Standards have been generally average at the end of both key stages. However, in 2008 they dipped at the end of Key Stage 1 and dropped to below average, particularly in mathematics, at the end of Key Stage 2. The newly introduced tracking system is robust and quickly identifies underachievers and has enabled the school to act swiftly and close the gaps in learning. Consequently, this year standards are once again average at the end of both key stages and boys' progress in literacy has improved.

Behaviour is good in lessons and around school. Pupils say that there is no bullying, and are confident that staff will help them when problems arise. Pupils' spiritual, moral, social and cultural development is good. Adults are good role models and kindness and achievement are celebrated in assemblies. Consequently pupils show positive attitudes to each other and are caring and respectful. Pupils willingly undertake the tasks set by the teachers and cooperate well when required. These positive attitudes, together with their academic achievement, give pupils a satisfactory grounding for their future learning. Carefully planned teaching ensures that pupils are conscious of the importance of keeping safe and maintain a healthy lifestyle.

These are the grades for pupils' outcomes

Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3
How well do pupils achieve and enjoy their learning?	3
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance ¹	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	3
What is the extent of pupils' spiritual, moral, social and cultural development?	2

How effective is the provision?

The quality of teaching overall is satisfactory. In the several good lessons that were seen on inspection, the pace of learning was quick and pupils were challenged to develop and consolidate their learning in exciting ways. Relationships between adults and pupils are good and lessons are orderly and calm. The introduction of an effective system to check pupil progress in reading, writing and mathematics every half-term has helped teachers and leaders to identify pupils who are underachieving and review the support they receive. However, because the accuracy of teachers' assessment varies, support is not always matched precisely to pupils' needs. As a result, although teachers plan a range of interesting activities for pupils of different ages and capabilities, some pupils say they do not understand what they have to do, whilst others say work is not sufficiently challenging and they could work harder. This slows their progress and limits the extent to which achievement can be raised. Some marking provides pupils with good advice on how to improve, especially in writing. However, the quality of marking is inconsistent across the school and this limits the progress pupils are able to make, because they are unsure about what they need to do to improve. Pupils with learning difficulties and/or disabilities are skilfully supported by teaching assistants who guide their learning.

The satisfactory curriculum promotes pupils' all-round development and their enjoyment of school. Links between subjects are made on an individual class basis, the school recognises the need for a whole-school, skills-based approach to increase pupils' motivation and engagement in learning and has effective plans to implement this in the new school year. The school provides effectively for pupils' personal and social development, health and well-being by planning opportunities for pupils to discuss their feelings and become aware that others may have different views and beliefs which must be respected. The curriculum is enriched by many visitors and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

visits, including visits to cities like Birmingham which gives them opportunities to experience an urban environment.

The school works effectively with external agencies and individual families to ensure that the most vulnerable pupils are supported well. The school's caring and supportive ethos helps all pupils settle quickly into school and feel part of the school community.

These are the grades for the quality of provision

The quality of teaching	3
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new headteacher has quickly established a highly motivated leadership team and ensured that all staff are increasingly involved in whole-school improvement. They share his clear vision and commitment to improvement. Despite the fact that in a small school, many responsibilities fall on too few shoulders, the new deputy headteacher, who acted as headteacher during the inspection, and subject leaders are undertaking their new roles with enthusiasm. They are beginning to assume activities to strengthen their understanding of the strengths and weaknesses in their area of responsibility. However, these are at a very early stage of development. The headteacher has made an accurate analysis of the strengths of the school and areas requiring improvement. This forms an effective basis for planning future developments. The decision to employ an extra teacher so that Years 5 and 6 can be taught separately has already had a positive impact on raising standards. Although the decline in standards has been halted, the school recognises that it is early days and that there is much work to be done. Governors provide satisfactory support and are hard-working. The acting headteacher has raised their awareness of how the school compares with other schools nationally in preparation for them to play a fuller role in the strategic direction of the school.

Systems are securely in place to ensure that pupils are safeguarded and to support those who are vulnerable or have particular needs. The school's recently established regular checks on underperformance in pupil progress and the good care and support given to all pupils, especially the most vulnerable and those with learning difficulties and/or disabilities, demonstrate the school's commitment to equality of opportunity. Strong links with parents and well-established links with the local secondary school and pre-school provider make a valuable contribution to pupils' satisfactory achievement and well-being. Commitment to community cohesion is satisfactory. The school has a good awareness of the needs of its pupils and their families as it has always been a centre for the local community. There are strong links with the church and pupils learn about and visit places of worship from other faiths, such as a mosque and a synagogue. Pupils in the Junior Rotary scheme help at a local senior citizens' home, attend at council meetings and take part in the local

Remembrance Day service. They have won an award for their work with the elderly, recording local history and presenting their work in the village hall as part of a Heritage open evening. Pupils have taken part in consultations about the development of a local play area. The school has links with La Ferté-Macé, the French town twinned with Ludlow and displays of work and communications between the two schools are displayed in Ludlow library. Pupils also take part in Ludlow in Bloom celebrations. However, plans to broaden pupils' understanding of life in different parts of England and the wider world are at an early stage of development.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress in their learning because they are happy and secure in the warm and welcoming atmosphere of the Reception class. Strong links with parents and good relationships within the classroom make an effective contribution to children's personal, social and emotional development. Children are confident and resource themselves industriously when given a task. Teaching is good and children are motivated by the enthusiasm of the staff. Children enjoy the games that they play to reinforce their letters and sounds, and accurate teaching ensures that their learning is secure. Well-framed questions enable children to develop quickly as independent learners. There is a good balance of child-initiated and adult-led activities in and out of the classroom although outdoor activities are limited by the lack of a dedicated area and weatherproofing.

The levels of skills and knowledge, on entry to the school, vary each year as numbers are small. The current children joined with levels below those that are typical for their age. They have made good progress and are on line to enter Year 1 at the expected levels. Leadership and management are good, staff are well motivated and improvements have had a positive impact on the achievement and well-being of the children. The recognition that those children who enter the school in January only have two terms in school before Year 1 has led to effective strategies being put in place to close any gaps in learning. Well-considered plans

exist to enhance the outside area and increase the opportunities for children out of doors.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

Views of parents and carers

Just under a third of all parents returned the Ofsted questionnaire. Of these, an overwhelming majority indicated that they were positive in their support for the school. There were no negative comments apart from those referring to the significant change in staff that this school has had in such a short time. There were many positive comments referring to the 'Excellent school', 'Excellent leadership', 'Fantastic teachers', the welcoming atmosphere in the school and the care and support provided for the children.

Ofsted invited all the registered parents and carers of pupils registered at Clee Hill Community Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we asked them to record an answer against all the questions, for each of their children.

The inspector received 27 completed questionnaires. In total, there are 86 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	25	2	0	0

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

- Attainment:** the standard of the pupils' work shown by test and examination results and in lessons.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



26 June 2009

Dear Pupils

Inspection of Clee Hill Community Primary School, Ludlow, SY8 3NE

Thank you for being so friendly when I visited your school. I enjoyed visiting your lessons and talking to you and I also enjoyed the beautiful view from your playing field! You really helped me. I think your school gives you a satisfactory standard of education. These are the main things that helped me come to this conclusion.

- Children in the Reception class get off to a good start.
- You enjoy school and behave well.
- You are satisfactorily taught so that you usually achieve the levels expected for your age by the end of Year 6.
- The school provides a satisfactory curriculum and a wide range of interesting extra activities.
- You have a good understanding of healthy lifestyles and how to keep safe.
- You enjoy your responsibilities, and know that you contribute well to school life.
- The teachers look after you very well.
- Senior leaders are beginning to make learning better for you.

The school is working hard to improve what is provided for you. I have asked the school to do three things.

- Help you to learn more quickly so that you can reach higher standards in your work, particularly in mathematics.
- Make sure that teachers know exactly what level you are working at, always expect your best work and plan lessons that will help you learn at a faster rate.
- Make sure that teachers use their knowledge of how well you are doing to set you precise learning targets and set work that is closely matched to your learning needs.

I hope that you will all continue to enjoy coming to school and to try your hardest so that you are successful in the future.

Thank you again. I wish you continuing success.

Yours faithfully

Barbara Atcheson
Lead inspector

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