

# Clehonger CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	116795
<b>Local Authority</b>	Herefordshire
<b>Inspection number</b>	334158
<b>Inspection dates</b>	10–11 June 2009
<b>Reporting inspector</b>	Susan Morris-King HMI

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

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	126
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>	David Thomas
<b>Headteacher</b>	Susan Jones
<b>Date of previous school inspection</b>	21 November 2007
<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>	Gosmore Road Clehonger Hereford HR2 9SN
<b>Telephone number</b>	01981 250218
<b>Fax number</b>	01981 251409

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<b>Inspection dates</b>	10–11 June 2009
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors (HMI) and one additional inspector.

## Description of the school

When Clehonger CofE Primary School was inspected in November 2007 it was found to require special measures. HMI visited the school on three occasions prior to this inspection to monitor the school's progress. During this monitoring period several teachers have left and others have joined.

This is a smaller than average primary school. The majority of pupils are of White British heritage. The proportion of pupils eligible for free school meals is much lower than the national average. During this period of improvement the school has become more accurate in identifying which pupils have learning difficulties and/or disabilities. The proportion of pupils which the school now identifies as having learning difficulties and/or disabilities is slightly below the national average. When children start school their skills, knowledge and understanding are broadly at the levels expected for their age although within this there is a wide range.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Clehonger CofE Primary School's overall effectiveness is now satisfactory. The headteacher's leadership since the school was placed in special measures has been determinedly focused on improving teaching and learning and raising standards, and this has been effective. She is well supported by the deputy headteacher and the staff, who have formed a cohesive and well-motivated team.

Teaching is satisfactory, with a growing proportion that is good. The headteacher has managed staff changes well, and has ensured that new staff understand and meet the school's raised expectations. All lessons observed during this inspection and the previous monitoring inspection were at least satisfactory and all included good elements. Teachers' improved knowledge and understanding of assessment has led to better planning and to lessons being appropriately paced. Teachers have started to use the assessment information well to set suitable individual targets for pupils. The use of these to help pupils to assess their own learning is at a very early stage of development but pupils are already enjoying this opportunity.

As a result of the much improved teaching, pupils are now making satisfactory and sometimes good progress, and standards have risen as a result. Standards in Reception to Year 4 are now in line with national expectations. In Years 5 and 6, a history of underachievement has led to standards being below average overall, although this represents a wide range of attainment. Standards in writing are significantly better than they were, but writing remains a key area for improvement particularly in Key Stage 2. Standards in reading are better than in writing but the school has rightly identified that this aspect also requires further improvement. The progress made by pupils with learning difficulties in all year groups has accelerated and is now satisfactory and sometimes good. Several of these pupils have made notable strides in their learning as a result of the range of appropriate support and teaching they are receiving. Relationships between staff and pupils in all classes are consistently positive. The improved teaching has significantly enhanced pupils' enjoyment of their learning.

Pupils' attitudes to learning are positive and behaviour is good, both within lessons and during social times. Pupils' moral and social development are good while spiritual and cultural development are satisfactory. The school recognises the need to extend pupils' knowledge and understanding of cultural diversity and expand the opportunities they have to take responsibility within the school and the community.

The school has sensibly focused its attention on improving pupils' literacy, numeracy and science skills. The curriculum for each of these aspects is now satisfactory, although the school has identified the need to improve further the teaching of writing and the organisation of guided reading sessions. The school is also rightly keen to develop more creative approaches to the curriculum. In the Early Years Foundation Stage, the curriculum, although satisfactory, lacks sufficient focus on independent and outdoor learning.

Improved monitoring and evaluation have given the school's senior leaders a sound understanding of the main strengths and weaknesses of the school, and a secure knowledge of the progress pupils are making. The headteacher understands the need to extend this rigour and drive for improvement to all areas of the school's work. Governors assist the school

significantly by providing a good level both of challenge and of support. The school's capacity to improve further is satisfactory.

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

### **Grade: 3**

Children quickly settle into their class at the start of the school day. They are helped to feel secure within an orderly and caring environment which effectively promotes their welfare. The children's attainment on entry is varied but there are more children above national expectations than below. Children make satisfactory progress overall and most attain the standards expected in all areas of learning by the end of the Early Years Foundation Stage. In early literacy skills, especially writing, children of all abilities make good progress, as they do in personal, social and emotional development. A small proportion significantly exceeds the national average in writing by the end of the year. There are aspects of teaching and learning that are good, for example when working in small groups to write ideas shared during a story. However, teaching and learning and the overall range of the curriculum are satisfactory rather than good because the planned opportunities for learning independently through play, particularly in the outdoor area, are underdeveloped. This is at least in part because the outdoor area is not well resourced. The class teacher has established an effective team approach to observing and assessing the children's progress and ensures good use is made of the information gained when introducing new experiences.

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

- Ensure that a greater proportion of pupils make consistently good progress in all areas of their learning by:
  - developing the opportunities pupils have to assess their own learning
  - improving the quality of pupils' writing, particularly in Key Stage 2 o strengthening the teaching of reading.
- Ensure that monitoring and evaluation activities encompass all aspects of the school's work and that subsequent findings and actions are rigorously recorded and used to drive further improvement.
- Review the curriculum in order to:
  - expand creative and imaginative approaches to the teaching of all subjects
  - extend pupils' awareness and understanding of cultural diversity
  - improve the quality of independent and outdoor learning in the Early Years Foundation Stage
  - improve the opportunity for pupils to take more responsibility within the school. A small proportion of 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.

## **Achievement and standards**

### **Grade: 3**

Previous inadequacies in teaching have led to pupils, particularly those in Key Stage 2, having gaps in their skills and understanding. However, an appropriate focus on literacy and numeracy, coupled with better teaching, has led to pupils making better progress and has had a positive impact on standards. Standards in Years 5 and 6 have improved, but remain below national averages overall in English, mathematics and science. Within this there is considerable variation – the school's data indicates that at least some pupils in each of these classes are attaining

above national averages in reading and writing, although some are working well below. Standards in Reception to Year 4 are now broadly in line with national expectations, reflecting the improved teaching and assessment.

Pupils' overall progress is now satisfactory. Year 6 pupils have not been enabled to make enough progress in English, mathematics and science during their time in Key Stage 2. However, the school's data, combined with work in pupils' books and lesson observations, indicates that their progress during the last year has been broadly satisfactory. The weakest progress remains in writing, but recent writing projects have motivated pupils and enabled them to enhance their skills in a short time. Progress in Year 5 is broadly satisfactory. Pupils in Reception and in Years 1 to 4 are making at least satisfactory, and sometimes good, progress in reading, writing, mathematics and science.

## **Personal development and well-being**

### **Grade: 3**

Pupils enjoy school and speak positively about the various activities provided. Attendance is above average. Behaviour is good. Almost all pupils behave well in lessons and throughout the school day. Boys and girls, and younger and older pupils, play happily together sharing equipment and respecting each other's views. They have a good sense of right and wrong, helped by the focus on values education and the 'values of the month' initiative. They learn to reflect sensitively about spiritual issues, for example through a debate in Year 4 about life after death and an Easter project, but there are missed opportunities in assemblies to promote spiritual and cultural development. Pupils have only a limited awareness of modern Britain's cultural diversity. The school has a Healthy School award in recognition of some good work in promoting an awareness of the importance of exercise and diet, but many pupils do not make healthy choices for their own packed lunches. Pupils feel safe in school and know about ways of looking after themselves. They are confident about approaching an adult if they have a problem and believe that they would always be listened to. There is a reasonable range of opportunities for pupils to contribute to the school and wider community, for example as school councillors, 'yellow cap' peer supporters, and in the Clehonger carnival event. By the end of Year 6, despite some relatively low basic skills in literacy and numeracy, pupils have acquired a satisfactory level of skills needed for the next stage of their education and for adult life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Staff clearly convey their enthusiasm to pupils and this helps pupils to enjoy their learning and respond to challenges. Lessons usually have an appropriate structure which gives pupils a balance of activities and allows them to work by themselves, with a member of staff, and in small groups. Teachers are now reasonably confident in assessing pupils' progress and are using this information increasingly well to plan lessons which meet the pupils' needs. In the best lessons, staff have a high level of understanding of the exact next steps the pupils need to take to improve, and good use is made of every minute. The headteacher has incorporated all the assessment information into a robust tracking system which has enabled senior leaders and teachers to gain a clear overview of the areas in which pupils are making the most and the least progress. Staff have now begun to make pupils aware of their own targets and to help them to take part in assessing their own progress. Although this initiative is at an early stage of

development, in some classes it is starting to assist pupils to take more responsibility for their own learning. Teaching assistants have a clearly defined role and make a positive contribution to pupils' progress.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is well focused on developing pupils' literacy and numeracy skills and this has had a clear impact on standards. Recently, the school has introduced a range of ways of motivating pupils to write, for example a 'Pet Day' and articles published in a local magazine, and these initiatives have been effective. The provision for teaching letter sounds (phonics) is developing well, assisted by improved organisation of the school day. The school has identified that the organisation of 'guided reading' lessons requires further improvement. New resources and training for teachers have to make science more relevant and interesting, and the school has appropriate plans for the next steps. Provision for information and communication technology (ICT) is at an early stage of development. Initial steps have been taken to make the curriculum more creative and imaginative and this is still an area for further development. There is a satisfactory range of extra-curricular activities, such as a choir, football and a recorder group, and a Key Stage 2 production of 'Joseph' is underway.

The additional provision for pupils with learning difficulties, as well as for those who need some additional support to improve certain skills, is good. Provision is well tailored to meet individual needs, and staff are being given a range of appropriate training and support to continue to improve their skills.

## **Care, guidance and support**

### **Grade: 3**

The school has a clear focus on caring for and supporting pupils collectively and individually. Arrangements for providing for those with learning difficulties have improved and are now good. Pupils particularly appreciate the support from the learning mentor. One pupil told an inspector, 'I used to be quite naughty. Thanks to her help I am now quite good.' Procedures designed to safeguard pupils are implemented in a satisfactory manner and there is an ongoing training programme for staff. The school has introduced a good range of ways to offer pupils clear academic guidance. These are becoming embedded and pupils recognise the value of the feedback and additional support received. Pupils' involvement in assessing their own learning is at an early stage of development and parents are not fully informed about how they can support progress towards their children's agreed targets.

## **Leadership and management**

### **Grade: 3**

During the past year there have been a number of staffing changes. The headteacher, well supported by the governing body, has managed these very well which has ensured a smooth transition for pupils. Both new and established staff appreciate the help and support they have received from the headteacher and deputy headteacher during this period of continuous improvement. The role of other leaders is developing satisfactorily, for example the provision for science and for pupils with learning difficulties and/or disabilities has improved significantly. The school is developing its contribution to community cohesion satisfactorily. The plan covers

all required elements and its impact is regularly reviewed, but lacks sufficient emphasis on developing pupils' awareness of modern Britain's cultural diversity. Governors are well led and well organised. The 'challenge committee', as well as the full governing body, has been pivotal in keeping the school's progress on track. Governors are reflective about the next steps for the school, and are active in promoting improvement, for example they have recognised the need to work with parents to promote children's health and a project is underway. Parents, including parent governors, play an important part in supporting the school. Parents are pleased with the improvements the school has made and recognise the progress their children are now making.



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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?	3
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?	3
The capacity to make any necessary improvements	3

**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?	3
How effectively is provision in the EYFS led and managed?	3

**Achievement and standards**

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<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>	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

12 June 2009

Dear Pupils

Inspection of Clehonger CofE Primary School, Hereford HR2 9SN

As you know, I have been visiting your school for the last four terms, because it was in 'special measures' so needed some help to improve. You will be really happy to know that it is now a satisfactory school. This means that it is not in 'special measures' and I don't need to visit any more. This is because your headteacher and all your staff have made lots of improvements and, with your help, they can now make the school even better by themselves. Thank you for talking to me and my colleagues each time about how you are getting on and for showing us your work.

I was really pleased on this visit to see that you are now making progress with all of your subjects. You are enjoying the chance to talk about how well you have done in each lesson and we have asked your teachers to let you do this more often. I enjoyed reading some of your writing. Year 6 'Pet Day' sounded exciting, although a bit scary, and I would like to visit some of your special islands! As usual, during this visit your behaviour was good, and we were pleased to hear about how the learning mentor and your other staff help some of you to improve your behaviour too. It will be really important for Year 5 to set an excellent example for the rest of the school when they move into Year 6, so that this good behaviour in the whole school continues.

We have asked the school to do some things to make it even better. These are:

- help you some more to improve your reading and writing
- give you more chances to assess your own (and maybe each others') work
- give you more opportunity to take responsibility within school
- teach you more about other cultures in Britain and around the world
- do even more of the exciting things you have now started to do in lessons
- give the youngest children in Reception more chances to learn outdoors and be more independent.

I know that you can help your headteacher and teachers to build on the improvements they have already made and to make your school an even better one. Best wishes for the future.

Yours faithfully

Sue Morris-King Her Majesty's Inspector