

Clifton-upon-Teme Primary School

Inspection report

Unique Reference Number	116669
Local Authority	Worcestershire
Inspection number	338858
Inspection dates	8–9 February 2010
Reporting inspector	David Driscoll

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair	Pamela Wojciechowski
Headteacher	Deborah Mitchell
Date of previous school inspection	4 October 2006
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Introduction

This inspection was carried out by two additional inspectors. The majority of their time was spent looking at learning. Nine lessons and six teachers were observed. Inspectors held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at records of pupils' progress, the school's development plan, records of checks on teaching, documents relating to safeguarding of pupils and the responses to 46 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether higher-attaining pupils are given work that is sufficiently challenging
- whether actions to improve the progress of pupils in mathematics are proving successful
- whether the school's evaluation of academic performance is as accurate as that of pupils' personal development.

Information about the school

This very small school draws its pupils from a rural area. There are significantly more boys than there are girls at the school. Very few pupils are eligible for free school meals. Almost all pupils are from a White British background. A very small minority of pupils have special educational needs and/or disabilities.

The school holds the Healthy Schools, Activemark and Artsmark gold awards, and has been awarded a green flag as an Eco-School. The school is also one of the first schools in the country to receive a national award for its work with parents and carers.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The school provides a satisfactory education for its pupils. There have been significant improvements since the school was last inspected, most notably in pupils' personal development; this demonstrates that the school has good capacity to maintain its forward momentum. The school has outstanding safeguarding procedures that take full account of pupils', parents' and carers' views. Pupils are also extremely knowledgeable about how to stay healthy. Even the youngest children in the Reception class, for example, can tell you which foods contain vitamins and even why the vitamins are good for you. The impact is seen in the exceptionally healthy choices they make at break and lunchtimes and the wide range of sporting activities in which they take part. The curriculum, and especially assemblies, is based on developing pupils' values, such as tolerance, respect and caring for one another. It provides many opportunities for pupils to take responsibility, and they carry them out with enthusiasm. The school's managers take careful note of those pupils who are not as involved as others and make sure that a role is found for them either in school or outside. Pupils are a real driving force for change, both in and out of school. They have worked with the parish council, for example, on drawing up plans for improving a park and have helped to install litter bins in the village. Links with other schools are also strong. Pupils have an excellent understanding of how children from other backgrounds live their lives because of the school's outstanding work to promote community cohesion.

Academic progress is also improving, but remains satisfactory. Children make a good start in the Reception class, particularly in their literacy and numeracy skills. From then on, progress in reading is good, but is satisfactory in mathematics where some higher-attainers do not always reach the standards of which they are capable. Pupils with special educational needs and/or disabilities do well in English and mathematics, because they are usually placed in a small group with a teaching assistant who matches work to their individual needs. Other pupils are often given work in mathematics that they find easy, and complete quickly. The pace of mathematics lessons is slower than that of English lessons. Pupils often spend too long on the carpet at the start of a mathematics lesson listening to the teacher. They are not moved on as quickly as they could be because their understanding is not always checked frequently enough. Nevertheless, teaching is improving. The school's leaders have worked hard to improve the progress made by boys, and they now perform at a similar level to the girls. The leaders have an accurate picture of where the school's strengths and weaknesses lie because they have good systems in place to evaluate their effectiveness. Plans to improve provision are well-focused in terms of the curriculum, but actions to improve teaching are not sufficiently accurate or detailed to drive improvements in teaching at

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the best possible rate. Parents and carers rightly feel very much a part of the school. There is an outstanding range of activities open to parents and carers to help them support their child's learning and excellent communications between school and home.

What does the school need to do to improve further?

- Ensure all pupils make good progress in mathematics by:
 - providing work for pupils that is suitably challenging
 - assessing pupils' progress in lessons more frequently so that teachers know when each pupil has understood the work and can be moved on to the next task.
- Increase the rate of school improvement by making better use of monitoring information to draw up sharply focused and detailed plans to improve the quality of teaching
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Attainment is above average in work seen. This generally matches the school's test results, and reflects satisfactory progress given the pupils' starting points in Year 1. Pupils enjoy their time at school. In lessons, pupils are interested in their work and keen to do well. When given tasks that they find stimulating, such as using a range of sources of evidence to find out about life in the workhouse, their concentration is total and their behaviour exemplary. Pupils are keen to get on with things for themselves. So, when the pace of lessons is slow their attention wanders and they start to fidget. Pupils, especially in Years 1 and 2 find it hard to sit on the carpet and just listen to the teacher for too long. Boys, in particular like a challenge and a problem to solve. In science, they make good progress because the lessons are based around investigations. The same approach is also used in mathematics, but without the same level of difficulty, so boys and higher-attainers rush through the work to get to the answer without paying full attention to the quality of their presentation. The school has been successful in developing boys' love of reading. An excellent range of fiction is available and boys in Year 6 now help others to enjoy reading by: explaining how they can become 'reading champions', setting up competitions and advising others on the types of books they would enjoy. From the moment they enter the Reception class, pupils are taught how to stay safe and healthy. As they get older they take more responsibility for their own safety and that of others. They help to draw up risk assessments, for example. Younger pupils were very clear about how they could keep themselves safe on a walk to the church, and why the teachers needed to wear fluorescent vests. The school council changes every six months so that more pupils can be involved. The selection process mirrors that for parliament, with shortlists and hustings, so pupils gain a good understanding of the democratic process. The school council has made real changes that affect the lives of others,

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including refurbishing the toilets and managing the play equipment. The eco committee has worked with local residents to improve the environment and have built a pond. Further afield, pupils have worked with other schools to develop the curriculum. All activities involve pupils of all ages, and there is not a single pupil in the school who does not have some post of responsibility within the community.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils like and respect their teachers, and want to please them. Pupils always know what they are to do, and how they are to achieve it, because teachers make the lesson objectives clear and explain exactly what a task entails. Often though, each group will be given its task and then have to wait for all the other groups to be given theirs before they can start work. Marking is frequent and accurate, but the results not always used when planning tasks, so they are not consistently well-matched to the needs of individuals, especially the highest attainers. Teachers ask searching questions to test pupils' understanding, but frequently the same few pupils will put their hands up. The teacher almost always chooses one of these pupils, rather than encouraging others to

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

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think of an answer and respond. Pastoral care is strong. Pupils are known well as individuals both by the staff and the chair of governors. The school is quick to provide extra support when pupils fall behind in their work, and this is particularly effective for those with special educational needs, although the quality of support varies between classes. Attendance has improved since the school was last inspected because of much closer links with parents and carers. There is a very wide range of extra clubs and activities, especially considering the size of school. Pupils have good opportunities to practice their reading and writing in other subjects, while opportunities to use information and communication technology across the curriculum are satisfactory.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school's leaders, including governors, have the pupils' safety as their highest priority. They adopt good practice in all areas of their safeguarding work, but it is the monitoring and engagement with parents and carers that really sets the example of outstanding practice. Every incident and concern is noted each week and analysed by the headteacher to check for emerging patterns that may indicate that all is not as good as it could be. Courses are organised for parents and carers on how to ensure their children use the internet safely. Pupils have many different avenues open to them to raise issues in confidence. As a result, every parent, carer and child responding to the questionnaire said they felt safe in school. The school also goes to great lengths to work with parents in order to provide a better education for their children. It was the parents who drew up the home/school agreement for example. The school holds themed coffee mornings to explain aspects of the curriculum. There are half-termly open assemblies, after which parents can raise suggestions for priorities to be included in the school development plan. It is no surprise that the school has been recognised with a national award for its work in this area. Community cohesion is another strength. The school's leaders have carefully identified which aspects of pupils' experiences cannot be met within the locality. They have then forged links with an inner city school and schools abroad where the pupils come from completely different backgrounds. Visits are made by pupils, so they can share experiences and learn from one another. The school goes to great lengths to tackle discrimination and promote understanding of differences. Disabled athletes and musicians work with pupils, and they start learning about different cultures at the earliest opportunity. Overall, the school is showing good improvement.

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The headteacher has all the staff working together and contributing to its success. Checks on teaching have accurately identified the need for greater challenge in mathematics in particular, although these are not always collated into a single plan that clearly identifies what changes need to be made in each class.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress in the Reception class, which provides a firm foundation for their work in later years. Progress is especially good in reading, writing and mathematics. Staff never miss an opportunity to develop skills in these areas through questioning. The outdoor area is very inviting, but does not have as many displays to promote literacy and mathematics as might be expected. Staff never give answers, they always try to get the children to work things out for themselves. 'Which of the pipes is longer?' and 'how can we find out?', for example, when blowing bubbles through lengths of tubing. It doesn't matter if children make a mess, providing they are learning. There is a good balance between activities chosen by adults and those by the children, with a very strong emphasis on health, safety and community cohesion. Ted, the bear is used to promote problem-solving and critical thinking by asking for help especially in cookery sessions. This week, the children learnt how to cut vegetables safely and why brown flour is healthier than bleached. Another visitor is Kojo, a doll of Black African origin. He comes to talk about differences between his culture and the children's. Progress in children's attitudes and dispositions and social development isn't quite as good as other aspects. Opportunities to reinforce rules and the very best behaviour are sometimes

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missed. The manager has rightly identified these as areas for improvement, especially for the highest attainers.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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 of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are very happy with the school. They strongly approve of its work on health and safety, and rightly feel that their children are well prepared for the next stage of education. Some say that the needs of the most able children are not always met. The inspectors agree, and this forms the most important area for improvement for the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clifton-Upon-Teme Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 89 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	57	17	37	3	7	0	0
The school keeps my child safe	31	67	15	33	0	0	0	0
The school informs me about my child's progress	22	48	17	37	6	13	0	0
My child is making enough progress at this school	22	48	15	33	8	17	0	0
The teaching is good at this school	25	54	15	33	3	7	0	0
The school helps me to support my child's learning	23	50	19	41	3	7	1	2
The school helps my child to have a healthy lifestyle	28	61	18	39	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	57	18	39	0	0	0	0
The school meets my child's particular needs	22	48	16	35	8	17	0	0
The school deals effectively with unacceptable behaviour	17	37	22	48	5	11	0	0
The school takes account of my suggestions and concerns	22	48	17	37	6	13	0	0
The school is led and managed effectively	22	48	19	41	5	11	0	0
Overall, I am happy with my child's experience at this school	21	46	20	43	5	11	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 February 2010

Dear Pupils

Inspection of Clifton-Upon-Teme Primary School, Worcester, WR6 6DH

Thank you for all the help you gave us when we visited your school. You were, without exception, polite and welcoming. We were incredibly impressed by how much you know about how to stay safe and healthy, and all the responsibilities that you take on in and out of school. You told us that all the adults in school take very good care of you, and we agree. They keep a very close eye out for anything that may cause you harm, and they teach you how to look after yourselves and each other too. You make satisfactory progress in your learning. Some of you find the work a bit easy in mathematics and don't always do as well as you should. So we have asked the teachers to always give you tasks that really make you think and work hard. You are usually very well behaved in lessons and around the school, but some of you start to lose interest if a task goes on for too long. So we have asked your teachers to check how well you are doing in lessons more frequently, so that they know when you need to be given more, and harder, work to do. You can help yourselves, by always concentrating as hard as you can.

We were also very impressed by how much you know about how others live in different countries and in other areas of the United Kingdom. Your school is excellent at helping you to respect and work with others, and to celebrate the differences that make you all special. Your school is getting better and better, because all the staff work very closely with your parents and carers to find out how they can help the school, and how the school can help them. The people who run the school are good at finding out what can be improved. They have good plans to improve the subjects you study and give you even more opportunities to learn. We have asked them to make sure that the plans to improve teaching are just as good.

With all best wishes for the future.

Yours sincerely

David Driscoll

Lead inspector

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