

Brown Clee CofE Primary School

Inspection report

Unique Reference Number	123532
Local Authority	Shropshire
Inspection number	340360
Inspection dates	15–16 March 2010
Reporting inspector	Andrew Stafford

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	113
Appropriate authority	The governing body
Chair	Margaret Buckingham
Headteacher	Ros Moor
Date of previous school inspection	18 September 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors spent the majority of time observing learning, visited eight lessons and observed six teachers. They also viewed some short teaching sessions and the whole school worship, and held meetings with governors, pupils and staff. They scrutinised the school's work, and looked at pupils' workbooks, assessment records, school policies, school development plans and the school's improvement partner's reports. Forty four parent questionnaires were received, analysed and considered, alongside questionnaires completed by the pupils and staff.

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

- the effectiveness of assessment procedures to support teaching in the drive to raise standards and improve achievement
- how strategies are improving outcomes and provision in the Early Years Foundation stage.

Information about the school

This small school serves families from Ditton Priors and the surrounding rural areas. Pupils are taught in four mixed age classes. Year 6 pupils are taught separately for English and mathematics lessons from February to May. Almost all are of White British heritage and the take-up of free school meals is much lower than average. The proportion of pupils who have special educational needs and/or disabilities is below average. The school has gained the Activemark and Healthy Schools awards and offers Extended School provision.

Two private provider offers nursery care for pupils at two nearby locations. This provision is subject to a separate inspection.

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?

2

The school's capacity for sustained improvement

2

Main findings

Brown Clee is a good school with some outstanding features. Parents have very positive views of the provision, the care provided and their children's progress. Comments such as, 'I am very happy with the school and its teaching, my children are happy and enjoy school' are typical. Partnerships with other agencies and schools are outstanding. They provide, for example, expert support for pupils' interests, needs and additional sporting opportunities. The school is a welcoming and accessible environment, backed up well by good communication through newsletters, the website and a notice board at the main entrance.

The headteacher provides good leadership and ensures that all groups of pupils have equal opportunities. Staff work exceptionally hard to eliminate factors that could get in the way of learning and this is a major strength underpinning pupils' good progress at the school. Thorough reviews of performance are completed regularly and the school sets itself challenging targets. Since the previous inspection, achievement in English, mathematics and science has improved leading to better attainment this year, especially for the more able pupils. A much higher proportion of pupils are now working at a level higher than expected for their age. The overall effectiveness of the Early Years Foundation Stage has improved. Improvements have been made to the school grounds, additional resources are enhancing pupils' learning further and validation as an Extended School has been granted. The school benefits from an active and knowledgeable governing body. The school's capacity for sustained improvement is good.

Children make good progress in the Early Years Foundation Stage. They have good opportunities to play and explore indoors, and outdoors, especially through the introduction of a 'Forest School' curriculum. This is very popular and children really enjoy the learning opportunities provided in the newly created garden area. Throughout Key Stages 1 and 2 achievement is good overall and it is often outstanding in reading. Teaching is good and challenges all pupils well. Marking is regular and helpful comments lead pupils to know how to improve their work. Developments in assessment procedures are planned and the school is aware that further staff training and professional development, on current national initiatives, is necessary to raise standards and improve achievement. The school provides a broad, interesting curriculum that fires pupils' interest. The school's self evaluation indicates that, at present, the opportunities for pupils to learn using modern technology are not sufficiently varied or frequent enough. Pupils who have special educational needs and/or disabilities or those who need a boost to their learning, have personal programmes and support specifically tailored to their needs. This ensures that they make good progress and meet their targets. Pupils' behaviour is excellent and, by Year 6, pupils show high standards of self-discipline. They

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thoroughly enjoy school and, because of the good care and safeguarding provided, they feel very safe. Pupils appreciate that visits, community events and after-school clubs give them new interests and enjoyment. A good programme for personal education supports pupils' spiritual, moral and social development very well.

Cultural development is strong and pupils' awareness of global issues is shown in their fund-raising activities and developing interest in fair trade. This, and a wealth of other activities, has resulted in the school achieving the foundation stage of the International School Award. Pupils' understanding of diversity at the local, national and global level is well developed. Pupils have good understanding of the essential features of a healthy lifestyle and the achievement of a national award recognises the school's efforts in this aspect of its work.

What does the school need to do to improve further?

- Raise standards over the next three years through the development of assessment procedures by extending further staff training and professional development in current national initiatives.
- Provide more frequent and varied opportunities for pupils to learn using modern technology.

Outcomes for individuals and groups of pupils

2

Over the past three years, achievement has been consistently good. The school has small numbers in each year group. Attainment across the past three years has been above average but has fluctuated according to the proportion of pupils with special educational needs and/or disabilities; this has been high in some year groups. In the most recent tests for Year 6 pupils, attainment has been sustained and is above average. A whole school focus on mathematics has led to improved progress in this subject. Current work shows that pupils are now well on their way to matching their excellent achievement in reading and this is an on-going target for the school. Some good improvements in writing have taken place, with pupils reaching the very challenging targets set. Pupils who have special educational needs and/or disabilities meet their individual targets and have good self-esteem. Boys and girls show equal interest in their work and they progress at equal rates.

Pupils say they love school, are very happy, and enjoy their learning. This is reflected in their good attendance and outstanding behaviour. They enjoy plenty of fresh air and exercise within the very well developed play and sports facilities. They have a good understanding of the importance of safety procedures, including those for using the internet. Pupils assert that bullying is rare in the school and they all say there is a trusted adult they can talk to when necessary. They are adamant that they would challenge any form of harassment or racism. Pupils enjoy community involvement through links with the church, local events, and environmental work. They have extensive opportunities to experience responsibility and help in the running of the school. For example, those pupils who manage the Fair Trade tuck shop are developing

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good economic awareness through this enterprise project. Pupils have good involvement in decision making through membership of the Eco committee and school council.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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?

Lessons have very clear objectives so pupils know exactly what is expected of them, and short games and challenges keep pupils interested and well motivated. Teachers constantly assess progress and plan tasks to build accurately on pupils' prior learning. The mixed age groupings are successfully catered for. Teachers ensure that the different learning needs, including for those who are more able, have suitable challenges. Teachers keep a careful check on progress during lessons by including skilful questioning and opportunities for pupils to evaluate their own understanding. Pupils enjoy assessing their own work, but at present these opportunities do not occur consistently across the school. Teaching assistants are very knowledgeable and well deployed to provide additional support. This helps to provide good support within the larger classes in school. Teachers make some use of information and communication technology to illustrate new ideas and concepts across subjects. Opportunities to use

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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computers, and other technological resources, are insufficiently widespread and do not impact on pupils' learning on a daily basis. Marking is helpful and clearly indicates what pupils have done well and where they need to improve. Pupils have useful targets for learning in English so they know where to focus their efforts. In mathematics, only some pupils have goals for learning and others are not sure how to move their learning on. Staff are aware of the need for training to develop a consistent system across both subjects.

Careful planning keeps enjoyment at the heart of learning and results in a balanced and exciting curriculum, which meets the needs of these mixed-age classes well. Skills in literacy, numeracy and information and communication technology are extended very well through other subject studies. The school grounds and local area are used to best advantage. As a result, pupils have a keen interest in natural science and environmental work. A further strength of the curriculum lies in the tailoring of tasks and support to specific needs. Those who are talented have, for example, opportunities to extend their learning in mathematics by being taught by a visiting teacher from the local secondary school. The good programme of personal development is effective as it is integrated into other subjects such as science or religious education. Pupils take good advantage of an interesting programme of extra-curricular clubs and competitive sport, some of which are funded through Extended School provision. These high quality activities, together with a good programme for physical education, are recognised through the school's Activemark award.

The school takes excellent care of its pupils and their welfare is at the heart of its work. All pupils are very well known by staff. There is overwhelming agreement by pupils with the view, 'I think teachers do a great job.' Staff go to great lengths to secure expert help or resources to meet pupils' needs. Good links with secondary schools ensure pupils have a smooth transition to the next phase of learning. Supervision is good, the building and grounds are secure and there is a safe hand-over of younger pupils at the end of the day.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

Leadership and management are good and the school provides good value for money. The headteacher provides clear direction and is constantly driving the school forward. There is great sense of pride and belonging in the school among parents, pupils and

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staff, who all have a shared vision for excellence. The school is well run; procedures and policies are consistently followed. A strong emphasis on teamwork leads to good sharing of expertise and experience. Subject leaders are well informed and make a significant input into management. Good systems are in place for critically evaluating the work of the school and to plan improvements. These include regular observations of lessons, checking the quality of pupils' work and tracking their progress very closely.

Community cohesion is good at local level. Extensive consultation by the school with parents, and other interested parties in the local community, resulted in the school's planning for Extended School provision being validated and funded. The school's own evaluation of community cohesion has highlighted the need to promote engagement with groups beyond the immediate community but plans to develop links are in the early stage of development and so pupils' understanding of other cultures is only satisfactory.

The attention to safeguarding, including safe recruitment, is given a high priority and all requirements are met. Staff have regular updates in child protection training and are well equipped to deal with concerns. The school's equality policy is rigorously followed in practice and regularly evaluated to ensure that no barriers to learning exist. This is enhanced by excellent partnerships with outside agencies. Observations, discussions and pupil and parent questionnaires reveal no evidence of inequality.

Governors, bring a wide range of skills to enhance management and have clear ambition to improve the resources for pupils' learning. They are robust in discharging their statutory responsibilities, ensuring that the views of stakeholders are considered in any decision they make. New governors have recently been appointed and are currently engaging in a training programme to hone their skills and help develop their roles as 'critical friend'.

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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Very good induction procedures ensure that children settle quickly and their needs are accurately assessed. This assessment continues throughout Reception and enables staff to provide effectively for interests and abilities of all children. As a result children thoroughly enjoy their work; their behaviour and personal skills are good.

Children's development at entry to Reception class varies significantly between year groups. There is a very wide spread of ability. Over recent years, it has generally been average. Teaching is good. Lessons take account of children's interests in order to keep them well motivated and they include varied opportunities within the classroom for children to choose their own activities and develop independence. Children have directed activities outdoors. For example, they went on a garden dig and learned about their environment. Improvements to the dedicated outdoor classroom have given children plenty of opportunities for play, exploration and investigation outdoors.

Children benefit from the small class size and have very good support from adults. They also learn a tremendous amount from working and playing alongside Year 1 pupils, especially in communication and collaborative skills. Children make good progress. The vast majority are working at or above expected levels for their age by the time they enter Year 1. Leadership and management are good; it is recognised that parents can contribute more to children's progress records to meet the same high standard of tracking seen across school.

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 have very positive views of the school, and almost all those who responded said they were happy with their child's experience at the school. Parents especially praise the support and commitment of staff and the attention given to the care and welfare of children. Many parents expressed their appreciation of their children's good progress. There is commendation for the good quality of teaching and parents feel that the school environment is safe. Inspectors agree with their views. The very few concerns that were raised were investigated fully and findings are commented on in the report, where appropriate.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brown Clee CofE 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 113 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	64	16	36	0	0	0	0
The school keeps my child safe	25	60	17	35	2	5	0	0
The school informs me about my child's progress	19	43	22	50	3	7	0	0
My child is making enough progress at this school	20	46	21	48	1	2	0	0
The teaching is good at this school	23	52	19	43	0	0	0	0
The school helps me to support my child's learning	16	36	26	60	1	2	0	0
The school helps my child to have a healthy lifestyle	18	40	26	60	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)	15	34	21	49	1	2	0	0
The school meets my child's particular needs	18	40	19	43	2	5	0	0
The school deals effectively with unacceptable behaviour	9	20	25	60	4	9	1	2
The school takes account of my suggestions and concerns	12	29	23	53	4	9	0	0
The school is led and managed effectively	14	32	24	58	4	9	0	0
Overall, I am happy with my child's experience at this school	20	49	23	52	0	0	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.



17 March 2010

Dear Pupils

Inspection of Brown Clee CofE Primary School, Bridgnorth, WV16 6SS

Thank you for the very warm welcome you gave me and my colleague when we visited your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us. Thank you to the pupils who filled in their questionnaire and those who chatted to me. You are delighted with your school.

These are some of the things we liked most:

- children make a good start in the Reception class
- you are all very fair, kind and polite to each other in the classroom and when you are playing outside
- you work hard for your teachers, who care for you well and do their best to help you learn
- your headteacher runs the school very well - she knows you and your work well, listens to what you think about how the school could be better, and works hard to make the changes happen
- those of you who find the work hard are getting the right sort of help.

The school is always trying to make the school better for you. We have agreed with the school that the teachers should improve the ways they assess your work so that the standards you reach continue to rise. We have also asked them to give you more opportunities to learn using computers and other modern technology.

Thank you once again for the interesting conversations we had and for letting us share your work and play. I am sure you will do very well if you continue to attend as regularly and work just as hard.

Please accept my best wishes for the future.

Yours sincerely

Andrew Stafford

Lead inspector

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