

# Clunbury CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	123541
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	340362
<b>Inspection dates</b>	22–23 March 2010
<b>Reporting inspector</b>	John Carnaghan

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	79
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Frank Morgan
<b>Headteacher</b>	Mr Andrew Davis
<b>Date of previous school inspection</b>	26 April 2007
<b>School address</b>	Clunbury Craven Arms Shropshire
<b>Telephone number</b>	01588 660207
<b>Fax number</b>	01588 660207
<b>Email address</b>	admin@clunbury.shropshire.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. They observed seven lessons and three teachers and held meetings with staff, governors and pupils. They observed the school's work and looked at the school's records, policies and assessments as well as 40 parental questionnaires.

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

- the school's assessment information to help judge pupils' current progress
- the impact of information and communications technology (ICT) on achievement across the school
- the achievement of the youngest children in the school.

## Information about the school

This is a small school where all pupils speak English as their first language and most are White British. The proportion of pupils with special educational needs and/or difficulties is slightly above average, the largest group of these pupils has moderate learning difficulties. The school was recently assessed by the British Educational Communications and Technology Agency (BECTA) as the best primary school in the country for its use of information and communication technology (ICT). It also holds Artsmark Gold, Activemark and other awards. At the time of the inspection, building works to improve Nursery accommodation were underway.

**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**

**3**

## Main findings

Clunbury CofE Primary School provides a satisfactory education. The school has some good features, most notably its ICT provision and pupils' high standards in the subject. However, the school has not built on its national reputation for excellence in ICT to promote high standards and achievement more widely. Children enter and leave the Early Years Foundation Stage with skills and aptitudes that are typical for their age. Having made satisfactory progress, pupils leave Year 6 with average attainment, although attainment is higher, and above average in ICT. The achievement of pupils, including those who have moderate learning difficulties, is satisfactory.

Clunbury is a happy school. Pupils are well cared for and quickly develop good personal skills. Their behaviour is consistently outstanding. Pupils' attitudes to one another and the school are mature and positive and they are very keen to learn. They develop an excellent grasp of the qualities of diet and exercise that are needed to grow into healthy adults. They are highly appreciative of numerous after-school sporting opportunities, attending sessions like the netball club in large numbers.

Most parents are pleased with the school and support its work. One correctly notes that there are, 'very good opportunities on offer for the children for them to develop personally and broaden their experiences outside the school day. The children are happy and safe in a stimulating environment'. Pupils would recommend their school to anyone, have few criticisms to make and appreciate the assistance they receive. As one boy remarked, 'All pupils who have difficulty are helped.'

Teaching is satisfactory but does not provide sustained challenges to these enthusiastic pupils. Lessons sometimes inspire, particularly where they make interesting links across subjects, but at times pace slows too much and activities are less than engaging. Teachers do not focus tightly enough on pupils' progress in lessons and do not fully use the closing elements of lessons to check up on what pupils have learned. Work is well marked but pupils' targets are not expressed clearly enough for pupils to grasp. The curriculum is good. ICT is everywhere and pupils' enthusiasm for the subject is palpable. The school also offers very good opportunities in the arts and for enrichment activities after hours.

The headteacher has developed a close-knit staff team that is committed to the school's pupils. However, monitoring of the school's work and subsequent actions, though satisfactory, are not sharp enough to improve upon the satisfactory teaching and drive up standards further. Governors' imperfect knowledge of the school means that they are not able to hold it to account or evaluate its progress. Partnerships and community cohesion have both benefitted from the school's excellent ICT provision, and both

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effectively address the potential pitfalls that could arise from the school's rural isolation. The school's capacity for sustained improvement is satisfactory. Its plans for the future identify the correct priorities and provide a reasonable template for improvement, but do not extend beyond 2010. The school's assessment processes have been improved since the previous inspection, giving a much clearer picture of each pupil's progress. This means the school is better placed to improve their learning.

**What does the school need to do to improve further?**

- Raise pupils' standards and achievement by
  - ensuring teaching is consistently pacy and challenging
  - reviewing the learning at the end of each lesson to identify for pupils and staff exactly what has been learned
  - providing pupils with simple, regularly updated targets for improvement which they can understand.
- Improve the school's self-evaluation by
  - systematically monitoring all aspects of the school
  - rigorously addressing areas identified for improvement.
- Provide effective governance, by ensuring that governors regularly monitor the school, particularly pupils' progress, and offer challenges when appropriate.
- About 40% of 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**

Pupils enter Year 1 with standards that are similar to other pupils of their age. When they leave Year 6, their standards are close to the national average. There are minor fluctuations, for example mathematics lags a little behind other subjects, but the pattern over time is one of average standards. Given pupils' starting points, this represents satisfactory achievement. This applies to all groups of pupils, including those with moderate learning difficulties, and is a testament to the effective support given to those who experience barriers to learning. The exception to the pattern is ICT, where excellent provision and expert teaching has led to above average standards.

Pupils generally make satisfactory progress in lessons. They are receptive and keen to learn but both the pace of lessons and teachers' expectations are sometimes not high enough and this means that pupils are not always working at full stretch.

Pupils are very appreciative of their school, enjoying every aspect and happy with their experiences. As one girl remarked, 'Clunbury School is always full of surprises because you are always excited about what's coming'. They are delightful pupils to teach, relating positively to their teachers and fellow pupils and demonstrate consistently excellent behaviour. When working on tasks they just 'get on with it', showing great

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independence, maturity and a great co-operative spirit. Attendance is above average. Pupils have good links with the local community, particularly through their association with the church. The school council provides a good forum for them to express their ideas and many have been put into action, from providing a bicycle rack to opening a Friday snack bar.

Pupils develop personal skills, such as concentration, well. Their progress in literacy and numeracy, which is important for their future economic well-being, is satisfactory. Pupils' moral and social development is very good from an early age. The school works hard to provide opportunities for pupils to experience different cultures through links with Wolverhampton, promoting good understanding of Britain as an ethnically diverse nation.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

While there are examples of good practice in the classroom, some teaching lacks ambition and challenge. Pupils tend to be tolerant and uncritical of less engaging teaching, continuing to give of their best. However, teachers do not always focus

<sup>1</sup> 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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enough on their pupils' progress, missing opportunities to remind them of learning objectives during the lesson and missing chances to check up if they had met their objectives at the end. Some lessons 'lose their way' because teachers do not set deadlines and the pace of learning falters.

On other occasions, the strength of the well-planned and interesting curriculum promotes better learning. The youngest pupils' ventured across the school fields in blustery showers without a grumble to search for, map, categorise and measure 'animal footprints'. This was a fine example of experiential learning in mathematics and geography that subsequently stimulated numerous interesting discussions in the classroom. The way the teacher combined history, ICT and art in a Year 3-6 lesson was also stimulating and productive. Teachers provide numerous opportunities for pupils to use ICT as part of their work.

Pupils' work is well marked with much encouragement and useful hints about where improvements are needed. Where pupils have targets, they tend to be written in inaccessible language and do not give clear enough pointers about the next steps in learning. New tracking systems provide the school with good information about any variations in progress, allowing teaching assistants to make interventions that boost learning.

The numerous strengths of the school's ICT work are celebrated nationally. Pupils have opportunities at every turn to use ICT in their work, both at home and at school. Their brief 'films' have won local awards, such as the dancing 'wellies', shot as a project on a snowy day when only a few pupils were able to attend school. However, the wide use of ICT has not raised standards across the curriculum. There is an excellent arts curriculum, recognised by the highest Artsmark award. Trips, visitors and very good after school provision, including plenty of sport validated by the Activemark award, further enrich pupils' experiences.

Pupils know they are well cared for and, for many, the tremendous helpfulness of teachers and adults is the best feature of the school. The building and grounds constitute a safe environment. The school's rigorous focus on attendance has reduced absences considerably. All staff know pupils well and go out of their way to ensure their safety and well-being. Teaching assistants are perceptive of the needs of their charges offering well-targeted support, so much so that pupils with moderate learning difficulties occasionally make more rapid progress than their peers. Good liaisons with pre-school groups and secondary schools ensure that transfer in and out of the school is as painless as possible.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>  3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>

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**The effectiveness of care, guidance and support**

**2**

## How effective are leadership and management?

The headteacher and staff share an ambitious vision of the value of ICT to pupils and, to a great extent, have realised this. However, this ambition and drive does not extend to promoting high achievement across other areas of learning. For example, the monitoring of teaching, while providing some pointers for improvement, does not focus strongly enough on pupils' learning or how lessons could be improved. In consequence, too many lessons are lack-lustre. Monitoring of other areas is regular and gives a broadly accurate but sometimes over-generous view of the school's qualities. Not enough attention is paid to national benchmarks for pupils' standards and progress when evaluating how successful the school has been.

Governors do not have systems to monitor the school to help them develop an understanding of its strengths and weaknesses. Any monitoring tends to be informal, so the governing body does not have enough information to challenge the school.

However, governors' work on safeguarding pupils is more comprehensive. Pupils' security is enhanced by clear safeguarding policies and practical procedures, accurate records and well-defined management responsibilities which are checked by governors.

The school is pro-active in combating potential rural isolation and developing community cohesion. It plays an important part in the village, linking with the church, village hall, playgroup and various parish planning groups. Further afield, the school has a network of associations with other schools wishing to emulate its success in ICT. Good links with Wolverhampton encourage reciprocal visits and there are useful opportunities for pupils to visit places of worship of the various faiths in the city. The school uses technology to give it a window on the wider world and has a growing network of electronic links with schools in New York, Singapore and Malawi.

Links with parents and carers are strong and significantly influence the school's positive ethos. Parents are well-known to staff and vice versa and this promotes frank and open conversations that benefit parents' understanding of their children's progress. 'Friends' of the school raise significant funds and provide a useful forum for the exchange of ideas. The school's excellent website, blog and learning platform provide excellent sources of information about many details of school life.

Partnerships contribute well to pupils' experiences. For example, funding from local businesses has helped give every child the opportunity to learn to play a musical instrument. Artists in residence have enhanced pupils' sculptural and other experiences. The partnership with the BECTA has been of great value to the school and enabled the school to share its ICT expertise with others.

The school's work to support all pupils ensures they share equality of opportunity; its inclusive ethos and caring atmosphere means there is no discrimination.

*These are the grades for leadership and management*



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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Staff have a sound knowledge of the requirements of this stage and work well to ensure children's safety and development. They plan carefully and use a reasonable, if unexciting, range of teaching methods to engage children, providing a nice balance between teacher-led and child-initiated activities. Building works that will provide new nursery accommodation and an improved outside area temporarily make easy access to the outside difficult. Staff plan carefully, so that outdoor sessions are fully staffed and that there is suitable equipment available in the main playground.

Children enter the Nursery with the expected levels of skills and aptitudes. Good relationships with parents, carers and children help them to settle in quickly and this is a happy environment, where children willingly participate in all activities. They behave excellently, are strongly motivated and show developing independence, happily settling down to write the letter of the day or to chalk whole words on the playground. They understand how to move around safely and to take great care of their friends. They leave the Early Years Foundation Stage with average standards with few variations, having made satisfactory progress. The exception is in their personal and social development, where progress is good and standards above average.

Staff work well with parents and with other settings to ensure a smooth transition into the school. Regular assessments are used to build a clear picture of each child's development, although there is limited analysis of the overall picture of progress to identify possible strengths and weaknesses. Good teamwork and planning have helped to minimise limitations imposed by building works. The good staff to child ratio means all children are very well known to adults, ensuring there is no discrimination and good equality of opportunity for all.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The majority of parents and carers returned questionnaires. Almost all indicated strong support for the school. All who responded reported that their children are safe and enjoy school and all are happy with their child's experience. A very small minority of parents expressed concerns about information on children's progress and support for children's learning but the inspection found no evidence to support these views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clunbury 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 79 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	63	12	38	0	0	0	0
The school keeps my child safe	32	80	8	20	0	0	0	0
The school informs me about my child's progress	22	55	12	30	6	15	0	0
My child is making enough progress at this school	22	55	13	33	3	8	0	0
The teaching is good at this school	27	68	13	33	0	0	0	0
The school helps me to support my child's learning	23	58	11	28	4	10	0	0
The school helps my child to have a healthy lifestyle	25	63	13	33	1	3	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)	23	58	11	28	1	3	0	0
The school meets my child's particular needs	21	53	16	40	2	5	0	0
The school deals effectively with unacceptable behaviour	25	63	15	38	0	0	0	0
The school takes account of my suggestions and concerns	14	35	21	53	2	5	0	0
The school is led and managed effectively	21	53	17	43	2	5	0	0
Overall, I am happy with my child's experience at this school	26	65	14	35	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



Wednesday 24 March 2010

Dear Pupils

Inspection of Clunbury CofE Primary School, Clunbury, SY7 0HE

Thank you very much for the kind welcome that you gave to the inspectors when we visited the school recently. It was really good to meet such polite and sensible young people whose behaviour is excellent. Well done!

The school gives you a satisfactory education. When pupils leave school their standards are about the same as those of other pupils of their age and they have made satisfactory progress. Progress would be better if all your lessons were as lively as the best and pushed everyone to learn more quickly. The best lessons link up subjects and give you really interesting things to do. In many lessons, computers are very well used and this is one of the best things about the school. We found that Clunbury is a happy school where everyone gets on very well with one another and all pupils are well looked after.

The way the school is led and managed is satisfactory. There are three important areas we want the school to improve:

- raise standards by making teaching more lively, by ensuring lessons concentrate more on your learning and by giving you clear targets. If you are unsure how to improve your work you should ask your teachers
- checking up on how well the school works, especially to see if teaching is good enough, and making sure improvements are made
- governors must check up on the school regularly and ask tough questions if they are concerned.

Once again, thanks for all your help. It was great meeting you,

Yours sincerely

John Carnaghan

Lead inspector

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