

# Clapham Terrace Community Primary School and Nursery

## Inspection report

---

<b>Unique Reference Number</b>	125554
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	340791
<b>Inspection dates</b>	9–10 February 2010
<b>Reporting inspector</b>	Roy Bowers HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Dave Fenton
<b>Headteacher</b>	Mrs Sue Gallagher
<b>Date of previous school inspection</b>	1 November 2008
<b>School address</b>	Clapham Terrace Leamington Spa Warwickshire
<b>Telephone number</b>	01926 423404
<b>Fax number</b>	01926 430854
<b>Email address</b>	head2312@we-learn.com

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	9–10 February 2010
<b>Inspection number</b>	340791

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Sixteen lessons were observed, nine teachers were seen and meetings were held with the chair of governors, two other governors, senior staff, pupils, a group of parents, individual parents, the education support officer, the family support worker, the local schools' cluster coordinator, the specialist speech and language teacher, the special educational needs coordinator and the ethnic minority achievement grant teacher. Inspectors observed the school's work, and looked at records for the tracking of pupils' progress, the school development plan, individual education plans, local authority plans and reviews, health and safety policies, curriculum policies and a range of other policies and plans. The inspectors also took account of the 51 returned parental questionnaires.

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

- the current progress of all groups of pupils in all classes
- how well work given to pupils challenges them and helps them learn
- how effectively the new leadership team evaluates the school's performance and leads improvement.

## Information about the school

This is an average size primary school. The proportion of pupils from minority ethnic backgrounds and the proportion of pupils who speak English as an additional language are both just above average. Approximately one-third of pupils have special educational needs and/or disabilities. The proportion of pupils who have statements of special educational needs is slightly higher than average. The school has a specialist base for pupils with speech and language disorders. Pupils attending this base are supported by a speech and language teacher, a teaching assistant and a speech therapist. The Early Years Foundation Stage consists of a Nursery class and a Reception class. The school provides accommodation for a breakfast and after-school club. These are managed independently of the school. The school has gained the awards of Healthy Schools and Eco-Schools Silver.

Following the last inspection in November 2008, the school was given a Notice to Improve. Significant improvement was required in relation to leadership and management including governance. Since that time there have been a number of staffing and governor changes. A new deputy headteacher and an Early Years Foundation Stage leader were appointed and took up their posts in September 2009.

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. After a period of instability due to staff and leadership changes, the headteacher has re-established a strong sense of common purpose, with raising pupils' achievement at its core. There is now a clear vision for the future of the school and an ambition to succeed. The leadership team has gained the trust and respect of governors and most parents. Regular and systematic monitoring and evaluating the work of the school, mainly by the headteacher, have enabled leaders to gain an accurate view of the strengths and weaknesses of the school and know what needs to be done to improve. All senior leaders are developing their leadership skills well but are aware that their skills of monitoring, evaluating and improving all aspects of the work of the school are not yet fully developed. The school has satisfactory capacity to improve.

New appointments and training for staff are having a positive impact on the quality of teaching and all groups of pupils are receiving an increasingly greater degree of challenge in lessons. Consequently, although pupils' achievement in all year groups is still satisfactory, increasingly higher proportions of pupils are making good progress. Although some good and occasionally outstanding teaching was seen during the inspection, too much teaching is still satisfactory. This is mainly because most teachers are not clear enough about what they want pupils to learn in lessons and, therefore, cannot guide pupils through the small steps which help ensure effective learning. In some classes, teaching assistants give good support, especially to those pupils who find learning difficult. However, the effective use of the teaching assistants is inconsistent. Policies for marking pupils' work and setting improvement targets for pupils have been reviewed, but their impact on pupils' learning is limited.

Pupils are cared for well. Most pupils say that they feel safe and secure, and enjoy coming to school. They show a helpful and supportive attitude to each other. Pupils have a good understanding of how to lead healthy lifestyles through eating nutritious food and taking plenty of exercise. Strong relationships between adults and pupils are evident in lessons and around the school. Pupils behave well and show good attitudes to their learning. Over the past year, new initiatives have resulted in pupils' attendance improving significantly.

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

- Improve the quality of teaching and learning to good or better by ensuring that:

- all teachers are clear about what they want the pupils to learn and carefully guide the pupils through the small steps which help ensure effective learning
- teachers' marking and pupils' targets for improvement have a positive impact on helping pupils learn
- teaching assistants are deployed effectively to improve pupils' learning.
- Improve the effectiveness of leadership and management by ensuring that all leaders and managers develop the skills of monitoring, evaluating and improving all aspects of the work of the school.
- 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**

Children achieve well in the Early Years Foundation Stage and make satisfactory progress in Key Stages 1 and 2. Pupils' attainment in all year groups is broadly average. Some previous underachievement by pupils in mathematics is being rectified through better teaching and an improved curriculum. However, there are still gaps in pupils' mathematical knowledge and understanding in some classes in Key Stage 2. Pupils with speech and language difficulties and those pupils who are learning English as an additional language achieve well. Strong relationships and the supportive, caring ethos of the school help pupils feel confident and enjoy their learning.

In most lessons pupils are attentive, keen to learn and eager to answer questions. They respond enthusiastically to teaching which challenges their thinking. However, where teaching is not so effective, pupils react passively, tackle tasks with little enthusiasm and become restless and inattentive.

Pupils from all backgrounds get on well together. Through assemblies, class discussions and effective programmes for personal and social education, pupils develop a good awareness of cultural, moral and social issues. Pupils feel confident to approach adults in the school if they feel threatened or have a problem, and know that the adults will listen to them.

Pupils have a very clear understanding of the difference between right and wrong and are polite and courteous. Pupils are thoughtful, caring and responsive to each other's feelings and needs. They grow in confidence and enjoy taking responsibility through the school council, peer mediators and eco-warriors. Pupils have a good understanding of how to develop healthy lifestyles, for example, by taking regular exercise and eating a balanced diet. Many pupils enthusiastically join in with the after-school sports clubs. Regular attendance and punctuality help pupils gain the most from the opportunities the school provides. These positive attitudes, together with their satisfactory academic achievement, make a sound contribution to pupils' development of skills for their future economic well-being.

*These are the grades for pupils' outcomes*

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

<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>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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?

Pupils are treated with great sensitivity and respect which helps them grow in confidence and know that their contributions are valued. The school is developing pupils' skills of reviewing their work and monitoring their own progress by evaluating what they have achieved. However, because teachers do not always make it clear to pupils what they are expected to learn in lessons, this is still at the very early stages of development. Although some teachers' marking provides comments and pointers that help pupils understand their own learning and show them how to improve, it is inconsistent. Most pupils know that they have targets for improvement. However, many of the targets are not matched well enough to pupils' current attainment and, consequently, their impact on learning is superficial.

A strong emphasis in the curriculum on pupils' personal and social development, together with effective use of visitors from a range of backgrounds provides effectively for pupils' cultural, moral and social development. The school is aware that there are not enough stimulating and thought provoking activities to provide effectively for pupils' spiritual development. Progression of pupils' development of skills and knowledge in some subjects is not yet developed well enough.

Teachers and support staff know the pupils well. All pupils, regardless of faith, culture, heritage or disability are treated in the same respectful manner and included in all that the school has to offer. Pupils who are learning English as an additional language and

<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.

those with speech and language difficulties receive good specialist support to enable them to access all that the school has to offer. Pupils who are potentially vulnerable are supported well through effective links with the external agencies. Induction arrangements for the Early Years Foundation Stage are well thought out and enable children to settle in quickly to school routines. The school has also forged strong links with local secondary schools so that pupils are able to move on without difficulty to their new school.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The commitment of all leaders and governors to improving the life chances of all the pupils is clearly shown in their enthusiasm and dedication. Most senior leaders are very recently appointed, and all leaders are still developing their skills of monitoring and evaluating the work of the school. Information on pupils' progress is increasingly being used more rigorously to hold teachers to account for the progress made by the pupils and to provide support for those pupils who are not making enough progress.

Governors now work together well and are much more aware of their responsibilities to the school. Through visits to lessons, discussions with teachers and using the wealth of information provided by the headteacher, they are beginning to monitor the work of the school and hold its leaders to account for pupils' progress.

The school's persistent determination to improve pupils' attendance and punctuality, and the increasingly strong links with external agencies to provide support for those pupils potentially vulnerable, show the school's commitment to equality of opportunity and tackling discrimination. Parents' and carers' views are canvassed and valued. All those parents who spoke to the inspectors said that the links between the home and school have improved significantly over the past year and they are now kept well informed about their children's progress and other school activities. Parents said that they are very confident that the current leadership will continue to move the school forward.

Efforts made over the past year to promote strong links with the local communities have been very effective. Use of the skills of parents and other adults from a wide range of backgrounds to promote pupils' understanding of the diversity of cultures and faiths has made a significant contribution to pupils' cultural awareness. These aspects, together with links with communities outside of the local area and globally, promote community cohesion well.

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

At the time of the inspection, the required safeguarding checks had been undertaken, child protection arrangements were secure and risk assessments had been undertaken for all relevant activities. All staff spoken to showed a sound knowledge of child-protection processes and procedures.

*These are the grades for leadership and management*

<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>3</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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

Since the previous inspection, the provision in the Early Years Foundation Stage has improved significantly. Good leadership and management and effective teamwork ensure that children's learning and development are promoted well. From their varied starting points, many of which are below those typical for their age, children are now making good progress in most areas of learning, especially in writing. However, resources to promote their problem solving, reasoning and numeracy are limited, and progress in these areas is not as strong. Careful observations and close monitoring of children's progress help teachers plan work which is well matched to the needs of individual children. There is a very good balance between activities initiated by children and those instigated by adults. The opportunities for children to explore new experiences independently are very good. Constructive partnerships with parents support children's learning and progress well.

Children work well together and form caring and trusting relationships with other children and adults. Children obviously enjoy being there, and parents agree. Because of the warm and welcoming environment and the good and sometimes outstanding teaching, children behave well and develop positive attitudes towards learning. Children routinely use the outdoor area in all weathers. They gain great benefit from activities



such as exploring the environment, growing their own vegetables, composting and using climbing and balancing apparatus.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Most parents who responded to the questionnaire or who spoke to the inspectors were very positive about the school. Many parents talked about how much the school had improved since the previous inspection, especially since September when new senior appointments were made and the staffing became more stable. Although the number of negative comments was very low, the greatest proportion of concerns was expressed about the way the school deals with unacceptable behaviour, the progress made by pupils and the quality of leadership and management. During the inspection, all pupils behaved well. There were no signs of aggression and all the pupils spoken to said that any instances of unacceptable behaviour were always dealt with effectively by the school. The inspection evidence recognised that some pupils had not made sufficient progress in the past, but the current progress of most pupils is satisfactory and sometimes good. Most aspects of leadership and management have improved, especially since September 2009, and are judged to be satisfactory.

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

Ofsted invited all the registered parents and carers of pupils registered at Clapham Terrace Community Primary School and Nursery 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	69	13	25	3	6	0	0
The school keeps my child safe	28	55	22	43	0	0	0	0
The school informs me about my child's progress	17	33	30	59	1	2	0	0
My child is making enough progress at this school	21	41	23	45	3	6	2	4
The teaching is good at this school	24	47	23	45	1	2	1	2
The school helps me to support my child's learning	26	51	19	37	2	4	1	2
The school helps my child to have a healthy lifestyle	20	39	27	53	2	4	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)	12	24	24	47	1	2	1	2
The school meets my child's particular needs	21	41	22	43	3	6	0	0
The school deals effectively with unacceptable behaviour	17	33	25	49	4	8	2	4
The school takes account of my suggestions and concerns	16	31	25	49	1	2	3	6
The school is led and managed effectively	14	27	25	49	1	2	4	8
Overall, I am happy with my child's experience at this school	27	53	20	39	0	0	1	2

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"><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 pupils' 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.**



Thursday 11 February 2010

Dear Pupils

Inspection of Clapham Terrace Community Primary School and Nursery, Leamington Spa, CV31 1HZ

Thank you for making our recent visit to your school such an enjoyable experience. We enjoyed meeting you, visiting your lessons and hearing what you thought about the school. We were very impressed by the sensible way you behave around school, and we liked the way you play happily together and work hard in lessons. Most of you obviously enjoy coming to school. We were exceptionally pleased to find that your attendance has improved. Well done!

Many of your parents say that the school has improved considerably since the previous inspection and we agree. It is now satisfactory and the leaders have the skills to improve it further. The adults in the school care for you well. Most of you are making satisfactory progress and some of you, especially those with speech and language difficulties and those who do not speak English as their first language, are making good progress.

Although the teaching is satisfactory, we want it to continue to improve so that there is more good teaching in the school. We have asked the headteacher to make sure that, in all your lessons, the teachers know what they want you to learn and plan carefully the next small steps that will help you succeed. We would also like to see all the adults who work with you in lessons help you learn more effectively. Although teachers mark your work regularly and set you targets to help you improve, we think that these could be even better.

All the teachers work hard for you and some take on additional responsibilities in the school. We have asked the headteacher to ensure that these teachers become even better at helping you by looking very carefully at how well you learn in lessons and the progress you are making and making sure that you do even better.

You can help by continuing to behave well and attending regularly.

We shall take away many good memories about your school and have very much enjoyed the time we have spent with you. Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**