



# Claines C of E Primary School

Inspection report

Unique Reference Number 116793  
LEA Worcestershire  
Inspection number 279902  
Inspection dates 6-7 July 2006  
Reporting inspector Carol Worthington

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

Type of School	Primary	School address	School Bank
School category	Voluntary Controlled		Claines
Age range of pupils	4-11		Worcester WR3 7RW
Gender of pupils	Mixed	Telephone number	01905 451235
Number on roll	207	Fax number	01905 453522
Appropriate authority	The governing body	Chairman of governors	Rev Stephen Agnew
Date of previous inspection	4-6 December 2000	Headteacher	Mrs Eleanor Sinton

<b>Age group</b> 4-11	<b>Published</b> July 2006	<b>Reference no.</b> 279902
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Claines is an average sized Church of England primary school situated on the outskirts of Worcestershire in a semi-rural setting. Nearly all pupils are White British and most come from advantaged homes in the local area, although the recent intake is from a more mixed background. The proportion of those with learning difficulties and disabilities is lower than in most schools, but rising. Pupils' level of attainment on entry to the school has historically been above average but is now closer to average. Over the past two years, the school has had many changes of staff, including the headteacher, who took up her post in September 2005.

## Key for inspection grades

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

## Overall effectiveness of the school

Overall effectiveness is good, in keeping with the school's own judgement. The declining standards and achievement of the previous few years have been convincingly reversed. Progress is now good throughout the school. This is as a result of the outstanding leadership of the new headteacher, whose relentless drive for improvement has led to a rapid rise in the standard of education and a high quality of care. Academic guidance has significantly improved; pupils' progress is now carefully monitored and effective measures have been put in place to improve it.

The school's self-evaluation – taking into account the views of staff, governors, pupils and parents – is excellent. Teaching and learning have improved and are now good, but teachers' marking does not consistently give pupils the opportunity to correct and improve their written work. The curriculum is good, enriched by provision for Spanish and excellent facilities for outdoor learning (particularly for the Foundation Stage), both in the school's own grounds and through its link with the local environmental project, the 'Forest School'.

Pupils really enjoy their education at all stages, and are particularly well motivated by the practical experiences they have in the curriculum in, for example, science, design and technology and music. As a result of this, attendance is good and pupils behave well.

Pupils' key skills of literacy, numeracy and information and communication technology (ICT) develop well, and they are very well prepared for the next stage of their education, although ICT could be used more consistently to support learning across the whole curriculum. Provision for children in the Foundation Stage is good, particularly regarding the importance placed on independent learning, which is developed further as they go up the school. As a result, they, too, are now making good progress.

The school gives good value for money and has considerable capacity to improve under the new leadership.

### Grade: 2

### What the school should do to improve further

- Use marking more constructively to help pupils improve their written work.
- Develop ICT skills more consistently in all subjects.

## Achievement and standards

Pupils' achievement is good and standards are above average. The school's performance in the 2005 Key Stage 2 national tests was slightly above average and at Key Stage 1 about average. Standards had been falling steadily over the past few years and the new headteacher quickly put in place measures to remedy this. With raised teachers' expectations and a general improvement in the quality of teaching and learning, the rate of progress during the current year has risen in all classes, dramatically in some. Considering pupils' above average attainment on entry there was some underachievement, but standards by the end of Key Stage 2 are now at least above average and likely to be well above when national comparisons are available. At Key Stage 1, standards have improved too and are now slightly above average. Progress has improved and is now good throughout the school – remarkably so in Years 3 and 5.

Pupils of all abilities, including those with learning difficulties and disabilities, and the gifted and talented, achieve well in relation to their prior attainment. The key skills of literacy, numeracy and ICT develop well, but ICT is not used enough in all subjects.

### Grade: 2

## Personal development and well-being

Pupils' personal development and well-being are outstanding. Pupils really enjoy school and have extremely positive attitudes to study; their attendance is good. They behave well and respect their teachers and peers, and this contributes to the positive learning environment.

The school's excellent attention to the health and safety of its pupils ensures that they feel safe and secure in school, knowing that they can turn to an adult and, in the case of younger pupils, also an older buddy for support. The school provides excellent encouragement and opportunity for pupils to adopt healthy eating habits and enjoy exercise in the playground, timetabled physical education and extra-curricular activities.

Pupils' spiritual, moral, social and cultural development is excellent. They respond well to the opportunities for prayer, as illustrated in the imaginatively presented Eucharist service, and recognise the need to take moral responsibility for their actions. Pupils develop an understanding of life in other countries, through, for example, links with a Spanish school; they respect the different beliefs and practices of different ethnic groups. Their participation in the school council and willingness to take on other responsibilities are preparing them to make an effective contribution to the community. Sitting on the eco-committee

is excellent preparation for pupils to work in teams. Through developing learning in literacy, numeracy and ICT, and through learning to budget and manage money in their fund-raising work, they are acquiring high level skills to help them achieve economic well-being in the future.

## **Grade: 1**

### **Quality of provision**

#### **Teaching and learning**

The quality of teaching and learning is now good and occasionally outstanding. Teachers plan effectively, make good use of resources and create a good working environment. They ensure that pupils know the objectives of the lesson and use a variety of approaches, successfully stimulating pupils to learn; pupils willingly ask and answer questions. Only very occasionally is the focus of a lesson lost. In the best lessons, questioning is perceptive and teachers ensure that pupils have grasped the learning before moving on. The pace of lessons is lively and pupils enjoy them, especially when involved in practical work – as the pupils put it, most of them are 'kinaesthetic learners'. They make good progress when working individually or in groups.

Teachers mark pupils' written work regularly and conscientiously, but do not always provide constructive comments to show how the work can be improved. They assess pupils' progress carefully, keep good records and set targets. The information is used well to provide for pupils' different abilities. Most teachers encourage pupils to evaluate their own work and identify weaknesses. Teachers use their support assistants, who share their high expectations, well.

## **Grade: 2**

### **Curriculum and other activities**

The curriculum is good; it is carefully adapted to pupils' needs. In the Foundation Stage, good emphasis is placed on learning through first-hand practical experiences and discovery, as observed during the children's visit to 'Forest School'. The six areas of learning are well planned and skilfully woven into all activities. From Reception to Year 6, pupils learn independence and inter-dependence from the many and varied opportunities they receive, although more consistent use could be made of ICT to support and enhance learning across the different subjects of the curriculum. They especially enjoy musical performances and competitive sport. The variety of visits to places of interest, including residential trips, is very good. The school has creatively introduced Spanish, which is further enhanced and supported through an

exchange visit. There are plenty of well attended clubs to enhance the learning further. The rich curriculum and good teaching prepare pupils well for the next stage of their education.

## **Grade: 2**

### **Care, guidance and support**

Pupils benefit from outstanding care, guidance and support. Staff are highly committed to pupils' achievement and well-being, and ensure they make good progress, feel secure and develop healthy habits. Risk assessments and child protection systems are thorough and known to staff; statutory checks have been carried out on all adults. Other health and safety procedures are meticulously observed. School rules are appropriate; pupils know that if they are broken, swift action will be taken, as in the very rare cases of bullying.

Teachers know pupils very well and provide very good support for all. Those who have particular personal difficulties benefit greatly from the school's good links with the church, external agencies and with parents. The school's very thorough assessment systems allow close tracking of pupils' progress and have a positive impact on learning. Reports to parents are constructive and informative.

## **Grade: 1**

### **Leadership and management**

Leadership and management are good. In the past year the school has developed well under the strong leadership of the new headteacher, whose evaluation of the school's strengths and weaknesses has been outstanding. Her relentless drive for improvement has already resulted in much higher standards by the end of both key stages and a greatly increased rate of progress throughout the school. In the recent national tests, pupils aged 11 exceeded their challenging targets and more than fulfilled the potential of their performance when they were aged 7. Staff responsible for coordination of subjects are at least satisfactory and have benefited greatly from training. They are now working hard to consolidate their roles in school to match that of senior leadership.

A strength of leadership is the inclusion of all pupils, whose resulting personal development and well-being are outstanding; academic guidance supports this particularly well. Pupils' progress is meticulously tracked in National Curriculum points. School leaders and staff set targets, which are much higher than those

expected nationally; most classes have exceeded these targets in the current year in English, mathematics and science.

The school has good relationships with parents, many of whom help in school or run clubs. They are regularly consulted. Pupils, too, are given the opportunity to improve the school's provision and environment through the school council and eco-committee.

Governors have a good understanding of the school's strengths and weaknesses through rigorous monitoring undertaken by education and other professionals in their number: they identified underachievement in the school prior to the headteacher's appointment. They ensure that resources are used prudently and efficiently to give good value for money.

There have been good improvements in writing and science since they were an issue at the previous inspection and, based on the improvements seen in standards, teaching and learning, the school has good capacity for further improvement under its current leadership.

**Grade: 2**

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## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>2</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>
The quality and standards in the Foundation Stage	<b>2</b>
The effectiveness of the school's self-evaluation	<b>1</b>
The capacity to make any necessary improvements	<b>Yes</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>2</b>
The <i>standards</i> <sup>1</sup> reached by learners	<b>2</b>
How well learners make <i>progress</i> , taking account of any significant variations between groups of learners	<b>2</b>
How well learners with learning difficulties and disabilities make progress	<b>2</b>

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	<b>1</b>
The extent of learners' spiritual, moral, social and cultural development	<b>1</b>
The behaviour of learners	<b>2</b>
The attendance of learners	<b>2</b>
How well learners enjoy their education	<b>1</b>
The extent to which learners adopt safe practices	<b>1</b>
The extent to which learners adopt healthy lifestyles	<b>1</b>
The extent to which learners make a positive contribution to the community	<b>1</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>1</b>

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>2</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>2</b>
<b>How well are learners cared for, guided and supported?</b>	<b>1</b>

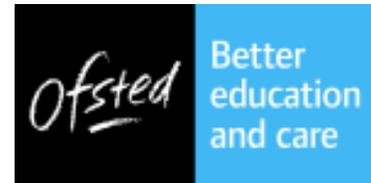
<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	<b>1</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>2</b>
How effectively and efficiently resources are deployed to achieve value for money	<b>2</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>
The adequacy and suitability of staff to ensure that learners are protected	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	<b>Yes</b>
Learners are encouraged and enabled to take regular exercise	<b>Yes</b>
Learners are discouraged from smoking and substance abuse	<b>Yes</b>
Learners are educated about sexual health	<b>Yes</b>
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	<b>Yes</b>
Risk assessment procedures and related staff training are in place	<b>Yes</b>
Action is taken to reduce anti-social behaviour, such as bullying and racism	<b>Yes</b>
Learners are taught about key risks and how to deal with them	<b>Yes</b>
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	<b>Yes</b>
Learners, individually and collectively, participate in making decisions that affect them	<b>Yes</b>
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	<b>Yes</b>
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	<b>Yes</b>
Learners have opportunities to develop enterprise skills and work in teams	<b>Yes</b>
Careers education and guidance is provided to all learners in Key Stages 3 and 4 and the sixth form	<b>NA</b>
Education for all learners aged 14–19 provides an understanding of employment and the economy	<b>NA</b>

Alexandra House  
33 Kingsway  
London WC2B 6SE  
T 0207 421 6800  
F 0207 421 6707  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



Claines C of E Primary School  
School Bank  
Claines  
Worcester  
WR3 7RW

7 July 2006

Dear Pupils

Thank you for being so friendly and polite when we came to visit the school, and for being so helpful during the inspection. We enjoyed seeing you at work and at play and think you are in a good school.

You are very fortunate to have an excellent new headteacher who has already made a good impact on the standards you are achieving in school. You are taught well and your teachers keep a very close eye on what you are doing so that they can see how well you are progressing. This is why so many of you achieve your targets and often do better. The care your teachers give you is outstanding and this is important for your personal well-being. They make sure you are safe in school and that you are very well prepared for your next school.

There are a couple of things that we think need some attention: your teachers could be more helpful in marking your work – especially your written work – telling you what you need to do to improve it; and you could use your information and communication technology (ICT) skills more in all the subjects you learn.

We wish you every success in your life at Claines and beyond.

Yours sincerely

Carol Worthington  
Lead Inspector