

Clements Community Primary School

Inspection report

Unique Reference Number	124556
Local Authority	Suffolk
Inspection number	359703
Inspection dates	20–21 January 2011
Reporting inspector	Roderick Passant

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

Type of school	Primary
School category	Community
Age range of pupils	3–10
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	The governing body
Chair	Madeline Tuck
Headteacher	Lesley Farrow
Date of previous school inspection	24 April 2008
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Introduction

This inspection was carried out by three additional inspectors. They saw seven class teachers in 13 lessons. They observed the school's work including a singing and an achievement assembly. Meetings were held with senior managers, older members of the school council, a group of Year 5 pupils and representatives from the governing body. Inspectors looked at a range of documentation including policies relating to safeguarding and the school improvement plan. They analysed questionnaire responses from 33 parents and carers, 70 pupils and 25 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What improvements have the school's leaders made to teaching and the curriculum to improve reading, writing and mathematics skills since the last inspection?
- How well does the school use assessment data to identify need and target support?
- How effectively is the school developing pupils' awareness of the diverse nature of society?

Information about the school

The school is below average in size. Most pupils are White British although there are a few pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average; the number of pupils with statements detailing their educational needs is below average. The proportion of pupils known to be eligible for free school meals is above average.

The school is in phase one of Suffolk's school organisation review and is in the process of developing as a primary school from its former first school status. It retained its former Year 4 pupils as Year 5 pupils in September 2010. The school will move to a new building and grounds in the summer term 2011. After a period of acting headship, a permanent headteacher appointment was made for September 2009.

Currently children can join the morning Nursery and Reception classes at the start of each term according to where their birthday falls. This is changing in September 2011 to a single entry. As part of its extended services, the school provides a number of school clubs, one-to-one tuition, and family learning and support programmes. The school has Healthy School accreditation.

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

This is a good school. The strong leadership of the headteacher coupled with the effectiveness of the senior management team has brought about significant improvement since it was last inspected. The school functions well; it evaluates its effectiveness accurately and identifies priorities with precision to bring about improvements. The termly action plans based on clear evaluations and set within the context of the school's annual improvement plan ensure that the school has a strong momentum for improvement. In addition, staff are ambitious for the pupils and school; they have high aspirations and set challenging targets for the pupils. The result is that the school has good capacity for sustained improvement.

Pupils make good progress in their personal development. Pupils are known and valued as individuals and their achievements recognised. The school is a friendly, inclusive and cohesive community. Pupils know each other, often as part of extended family or friendship networks and they often play in mixed-age groups. They are also generous in recognising others' achievements. Pupils understand the rules on which the school is based so that they behave well and feel safe. Pupils develop a good awareness of cultural diversity because of the international dimension to the curriculum, their work on other faiths and the current and growing links with Tanzania and Ghana.

Pupils make good progress in their work and enjoy learning because teaching is good. Teachers are very committed to their pupils and know them well. Teachers have good subject knowledge, are zealous and energetic in approach, plan in detail to meet the range of pupils' needs and ensure that learning support assistants are enabled to make a positive contribution in lessons to pupils' progress and learning. Staff are also very reflective, thinking carefully how to adapt their planning in the light of how the lesson went. Pupils talk with particular enthusiasm about learning being often fun and they quote for example the airport project where classes 'flew' to their destination countries. There is evident expertise among school staff in using creative approaches and contexts to foster particularly effective learning, clearly inspiring pupils and accelerating their progress, particularly in special 'theme days'. On occasions in lessons, pupils spend too long on the carpet being relatively passive rather than actively engaged. Opportunities are occasionally missed to broaden the range of strategies by allowing pupils to, for example, rehearse or present their ideas in different ways.

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What does the school need to do to improve further?

- Build on pupils' current good progress and raise teaching from good to outstanding by:
 - extending the use in lessons of active approaches to pupils' learning
 - making further use of imaginative or 'real' contexts for learning

Outcomes for individuals and groups of pupils

2

Classes have a positive, purposeful learning ethos. Pupils are keen and enthusiastic and want to do well. They concentrate and apply themselves to their tasks and work at a good rate. Pupils are able to work independently and stay focused without direct adult support. Older pupils are confident to give extended oral answers to questions.

Standards are broadly average at the end of Year 2 and show an improving trend over time. This represents good progress given pupils very low starting points. Pupils in the junior section are currently making good progress in building on these standards. A very large majority of these older pupils are on track to make at least satisfactory progress from Year 2 to end of Year 6. Pupils with special educational needs and/or disabilities make good progress in lessons because work is carefully matched to their needs, their progress is monitored carefully and the effectiveness of specific strategies to narrow the gap in attainment is evaluated. There are good links with specialist agencies to support these pupils and help maintain their progress.

There was no evidence of difference in boys' or girls' attitudes or performance in lessons across the school. The number of pupils with English as an additional language is small but they are achieving in line with their peers. There is little significant difference between the performance of pupils known to be eligible for free school meals and their peers.

The school provides a sound foundation for pupils' future work place skills. Attendance is broadly average and shows year-on-year improvement. Pupils take their various roles and responsibilities seriously. The school council is effective and meets regularly and provided input into the planning of new building. The school supports a range of local, national and international charities, and contributes to local community events such as the town's Remembrance Day. Pupils have a good understanding of the importance of nutrition and exercise and respond well to the school's initiatives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
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Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Taking into account:	3
Pupils' attainment ¹	
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	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers and teaching assistants have warm, positive relationships with pupils; they are clear about their expectations and are enthusiastic and encouraging. Behaviour is managed in a positive fashion. There is often a good emphasis on developing pupils' independence and developing and practising skills. On occasion, pupils are too passive for too long or opportunities are missed to involve pupils.

Pupils are encouraged to regard themselves as partners in their learning. They know their targets and what it is they have to do in order to improve. Marking is constructive as well as being supportive. Teachers make good use of questioning in lessons to check on understanding and provide pupils with clear success criteria so that pupils are able to judge their own learning. Specialist assessment materials are used so that teachers have a very clear idea what it is that they have to do to make the next steps in their learning. This awareness informs their planning and ensures that there is a good match of work to pupils' needs. Across the school, lessons are planned well based on the insights provided by good assessment. Senior leaders make particularly effective use of assessment to monitor pupils' progress, identify underachievement and where additional support is required. This information is shared among all staff and they have a clear understanding how their class is performing.

There is a good emphasis on developing pupils' writing and reading skills, through for example emphasis on speaking and listening, guided reading and the holiday reading challenge. Recent changes to planning and groupings of pupils mean that work in mathematics is carefully matched to pupils' abilities. Higher-attaining pupils and pupils with special educational needs and/or disabilities are well supported and

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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challenged well as a result. Information and communication technology (ICT) is an integral part of most class topics. Topics link subjects together and have an international dimension. Pupils respond particularly well to the special events, theme days, trips, residential experiences, clubs and visitors which provide a wide range of enrichment and memorable learning. The personal, social and health education programme makes a significant contribution to pupils' personal development. There are close curricular and teaching links between the Reception class and Year 1 to extend the early years experience. Many of the developments in the curriculum are relatively recent and are too new to have raised standards or progress from their current levels. While there are a good range of clubs which are attended well, some pupils wanted to attend more than one club and therefore wanted them to be run on more than one day.

Individual education plans for pupils with special educational needs and/or disabilities have been redesigned so that they are clearer for children and parents to understand and both parents and their children are invited to the periodic review of the success of the plan in ensuring improvement. A wide range of external support and specific interventions are used to support individual pupils' needs including very successful one-to-one 'Every Child a Reader' support. The school is also very supportive of vulnerable pupils and their families, pupils' medical needs and pupils with behaviour difficulties. Attendance procedures are rigorous and are leading to improved attendance year-on-year.

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?

The headteacher and senior managers have been instrumental in raising attainment through establishing productive teamwork, based on a shared understanding among staff and governors of the school's values. Parents commented in the questionnaire on the respect and trust which has developed. The governing body understands its role and it fulfils its statutory responsibilities. It is successfully building its capacity to fulfil its role and meet the school's needs. It pays rigorous attention to safeguarding and ensures that the school works well with other agencies to safeguard and support pupils.

The school has undertaken a detailed audit and plans for community cohesion. It is committed to Investors in Families and is seeking accreditation this academic year.

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The school works extremely hard to involve parents and carers. A significant number of pupils are involved in the Children's University Award which accredits the work they do outside school contributing to the community. The school is cohesive; racist incidents are extremely rare and there are many opportunities to learn about other cultures. The school is inclusive and works hard to remove barriers to learning through early intervention and support.

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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter Nursery with very low skills, particularly socially and in their language. They make good progress but by the end of Reception their skills and knowledge are below expectations for their age because they have so much ground to make up. They make particularly good progress in developing their personal skills because of the emphasis adults place on these. Relationships with adults are good and adults manage children with specific needs sensitively. Children are encouraged to take responsibility by choosing what they do and putting away their own equipment. They learn to behave when adults explain the consequences of their immature behaviour.

The quality of teaching is good. All adults work well together as a team, share the same values and expectations and plan suitable activities for the Nursery and Reception children who share the area. All adults are deployed well and planning is carefully designed and pitched to meet the needs of all the children. Good health and well-being are encouraged, for example at snack-time. Assessment is used well to ensure that suitable and challenging activities are provided. There is a good balance of child and adult initiated activities both inside and outside the classroom. Adults take every opportunity to build relationships with parents and support them with

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their child's health needs. There are good induction procedures.

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

The number of questionnaires returned by parents and carers is at the lower end of the range of responses generally seen. However, parents' and carers' positive responses to the questions are above average.

Parents and carers were positive about all aspects of the school. Almost all the comments that people added to the questionnaires were positive. Parents and carers noted: the improvements the school has made; how their child enjoys school; the caring nature of the school and staff; the quality of teaching and the professionalism of the leadership. Although a very small minority of parents indicated that they disagreed with the way the school managed unacceptable behaviour, a comment from another parent stressed how effectively the school had managed an incident.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clements Community 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 169 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	70	10	30	0	0	0	0
The school keeps my child safe	24	73	8	24	0	0	0	0
The school informs me about my child's progress	22	67	11	33	0	0	0	0
My child is making enough progress at this school	22	67	10	30	0	0	0	0
The teaching is good at this school	24	73	9	27	0	0	0	0
The school helps me to support my child's learning	25	76	8	24	0	0	0	0
The school helps my child to have a healthy lifestyle	22	67	11	33	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)	20	61	13	39	0	0	0	0
The school meets my child's particular needs	22	67	11	33	0	0	0	0
The school deals effectively with unacceptable behaviour	19	58	11	33	2	6	0	0
The school takes account of my suggestions and concerns	18	55	14	42	0	0	0	0
The school is led and managed effectively	23	70	9	27	0	0	0	0
Overall, I am happy with my child's experience at this school	27	82	6	18	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	36	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



24 January 2011

Dear Pupils

Inspection of Clements Community Primary School, Haverhill, CB9 8LL

Thank you for making me so welcome in your school. My particular thanks go to those pupils who gave up part of their lunchtime to talk to us. I thought I would share our findings with you.

This is a good school. You are making good progress and achieving well in your work and in the way the school is helping you develop as young people. Most of you behave very well for almost all of the time. You told us that it is a friendly school and pupils get on well with each other, although playground football can get a bit heated! You have a good understanding of what you need to do in order to help you stay healthy. You also feel safe and have every confidence that the headteacher would sort out any problems that you might have.

You have skilled teachers who care a lot about you and keep a very careful eye on the progress that you are making. You told us that learning is often fun, for example, telling us about the 'airport day' and the exciting learning that took place as a result. I have asked the headteacher to work with staff so that they share and develop their skills so that they use an even wider range of ways to really get you excited about learning in lessons so that you make even more progress.

You have all helped the school improve. Soon you will be moving into a new building and it will be more obvious that you are helping create a new school: Clements Community Primary School. I'm sure you will all take up this challenge and responsibility in playing your part in establishing what the new school stands for, the standards pupils reach and its traditions and history.

Yours sincerely

Roderick Passant
Lead inspector

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