

# Clements Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	124556
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	314962
<b>Inspection dates</b>	24–25 April 2008
<b>Reporting inspector</b>	Mike Best

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>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	174
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Derek Maguire
<b>Acting Headteacher</b>	Miss Jane Trampnow
<b>Date of previous school inspection</b>	6–9 October 2003
<b>School address</b>	Clarendon Road Haverhill Suffolk CB9 8LL
<b>Telephone number</b>	01440 702946
<b>Fax number</b>	01440 710870

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average primary school. The proportion of children eligible for free school meals is above average. Most pupils are from White British backgrounds. The proportion of pupils at the early stages of learning English as an additional language is below average. The proportion of pupils joining the school other than at the usual times is lower than in other schools.

The proportion of pupils identified as having learning difficulties and/or disabilities is lower than average because, historically, the school has not included all of those at risk of falling behind in their learning because it has identified and is supporting them. The local authority is currently working with the school to review this. Those identified generally have moderate learning or speech, language and communication difficulties. The proportion of pupils with statements outlining their needs is average.

The school is subject to re-organisation by the local authority. This will reduce the number of pupils the school can admit each year and pupils will remain at the school until the end of Year 6. These plans are affecting the appointment of permanent staff. The deputy headteacher has taken over as acting headteacher following the retirement of the previous headteacher last year. There have been a number of changes in staffing during the past two years and some teachers are currently on temporary contracts.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 3**

The overall effectiveness of the school is satisfactory and this reflects the school's evaluation. Parents are very pleased with the good standard of pastoral care and support the staff provide, especially the many different ways in which the school promotes their children's good personal development and well-being. Pupils' behaviour is good and, as a result, the school is a calm and welcoming community where pupils get on well with each other and adults, and enjoy their education. Attendance is similar to the national average and the school has good systems for checking on absences. Pupils have a good understanding of how to keep safe and say they have no hesitation in turning to a member of staff if they need help or advice.

Achievement is satisfactory. Overall, standards in the current Year 4 are well below average but the trend is improving as more pupils reach the higher levels. Pupils make uneven progress as they move through the school. This is because the information the school collects about what pupils know and can do has not been analysed and used consistently to identify and meet pupils' needs, although the school is working to improve this. Teaching is satisfactory. Teaching has a number of good features, such as well-managed lessons and a good emphasis on practical activities. Learning goals are shared with pupils but are sometimes not focused enough on what they will gain from the lesson, and some pupils are not sufficiently aware of what they are expected to achieve. Consequently, overall learning is satisfactory.

The school provides a satisfactory range of curricular and other activities. A good programme of personal, social, health education and citizenship successfully promotes pupils' development. Suitable procedures are in place to assess pupils' progress but planning for the development of skills is not systematic. The guidance the school gives pupils about improving their work is satisfactory. Staff give much encouragement and praise, and pupils respond positively to this. However, some pupils' individual targets are not matched sharply enough to their abilities. Consequently, many are not sufficiently aware of what they need to do to improve or the standard to which they can aspire in their work.

The acting headteacher is providing good leadership during a period of changes in staffing and in the organisation of education in the area, and has rapidly won the respect of all those involved with the school. Overall leadership and management are satisfactory. Subject leaders and senior staff check teachers' planning and pupils' work but the analysis of the information they gather is not sufficiently robust to identify and resolve issues that slow pupils' progress promptly. The school has taken effective action in addressing the issues identified in the previous inspection report. The governing body is supportive of the school and members are taking an increased role in monitoring the curriculum and standards. The school's capacity for improvement is satisfactory and it provides satisfactory value for money.

## Effectiveness of the Foundation Stage

**Grade: 3**

The effectiveness of the Foundation Stage is satisfactory. When they start on a part-time basis in the Nursery, children's skills and experiences are well below those expected for their age, especially in communication and language, and in their knowledge and understanding of the world. Children quickly settle into daily routines. They make rapid gains in their personal and social skills in the Nursery where staff focus on developing children's communication skills through plenty of opportunities for children to talk and listen to adults and each other. Children adapt well to spending the whole day in Reception and their confidence and independence continue to develop as they make choices and concentrate for longer periods when at work and play.

By the end of the Foundation Stage, most children are still working towards the early learning goals. Children's early reading and writing skills are significantly lower than in other areas of learning and this is why their overall progress is satisfactory. Teaching and learning are satisfactory. Activities are well organised and managed, and children are keen to learn. Good practice is developing, particularly in the more regular use of the outdoor area and in systematically teaching sounds and letters to help accelerate children's progress. Staff know their children well and are developing simple but effective systems to help them keep a check on children's progress. The staff team works closely together and they get on well with parents and carers.

### What the school should do to improve further

- Make effective use of information about what pupils know and can do to ensure that they make consistent progress as they move through the school.
- More clearly identify and share with pupils their learning goals and next steps in learning.
- Increase the rigour of monitoring and evaluation by senior staff and subject leaders to accurately identify and resolve barriers to learning, and accelerate pupils' progress.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

**Grade: 3**

In the 2007 assessments undertaken by teachers at the end of Year 4, standards were below those expected for pupils of this age in reading and well below in writing and mathematics. From when they were assessed at the end of Year 2, pupils made satisfactory progress. Standards in the present Year 4 are similar, but improvements in mathematics are coming through because pupils of similar abilities are being taught effectively together. In the statutory assessments at the end of Year 2 in 2007, standards continued to improve compared to the well below average scores of previous years, rising to broadly average in mathematics and below average in reading and writing. Focused teaching and support in small groups, involving a range

of different programmes, helped to boost pupils' achievement. Overall, standards in the present Year 2 are broadly similar to last year. At both key stages, the standards reached by girls are higher than those of the boys.

Pupils at the early stages of learning English as an additional language benefit from teachers' good modelling of spoken language and they make good progress. Pupils who have difficulties with learning make satisfactory and sometimes good progress towards the targets in their individual education plans. More able pupils make satisfactory progress but they are not consistently challenged.

## **Personal development and well-being**

**Grade: 2**

Through a wide range of activities and themed days, pupils develop a good spiritual, moral, social and cultural understanding. They acquire an understanding of their feelings and how to deal with them and, consequently, instances of bullying or racial harassment are very low. Pupils take part in a good range of physical activities and have a good appreciation of healthy eating. Through the school council, pupils play a positive part in the day-to-day running of the school, contribute to the local community and raise funds for a range of charities. Pupils' preparation for the next stage of their education is satisfactory. They collaborate well when working independently in their lessons and in other activities around the school. Their progress in developing skills in literacy, numeracy and information and communication technology is satisfactory.

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

Staff make good use of lively lesson introductions to capture pupils' attention. Effective use of the interactive white board, coupled with clear explanations of subject vocabulary, help pupils to understand what they are learning and they concentrate well. Support staff work closely with teachers and provide valued help for pupils, particularly those who do not learn as quickly as others do. However, lesson objectives sometimes focus on content rather than learning. Although lesson plans are usually detailed, not enough attention is always given to helping pupils to recall or build on their previous learning. More able pupils enjoy the challenge of applying their skills, such as finding as many multiples of a number in a given time, but in other lessons there are missed opportunities for pupils to discuss and come up with ideas and solutions to problems.

### **Curriculum and other activities**

**Grade: 3**

The school has begun to identify how it can more effectively meet pupils' needs by helping them apply the skills they learn in literacy and numeracy in other subjects. Creativity is encouraged and is particularly evident in pupils' colourful artwork and good singing in assemblies. A range of visits and visitors help pupils to develop their wider knowledge and understanding of the world. Pupils enjoy a good range of sporting activities, including golf, rugby and country dancing, as part of the additional provision the school makes for physical education.

## Care, guidance and support

**Grade: 3**

The school's arrangements for child protection and safeguarding pupils are robust. Health and safety procedures are good and regularly reviewed. The school works well with parents and other agencies to support pupils' welfare and progress. Pupils are becoming more involved in taking responsibility for their own progress through the marking and feedback procedures but much is only recently in place. Teachers' comments are not closely enough linked to what pupils are expected to achieve in lessons. Learners who are falling behind are identified at an early stage and given suitable additional support.

## Leadership and management

**Grade: 3**

The acting headteacher is successfully continuing and developing the school's close and long-established links with parents and community. Of the 29 responses to the inspection questionnaire, 18 parents added written comments, all of which praised the school's care for their children. The school's plans for the future focus on raising achievement, but too many targets are identified for completion in the time available. From her recent experience in the classroom and through her checks on teaching and pupils' progress, the acting headteacher has correctly identified and initiated action in some key areas for improvement. Day-to-day routines are well established and the school runs smoothly. Staff and equipment are effectively deployed in supporting pupils' learning, and the building and grounds are well maintained.

**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).**

## Annex A

## 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>3</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>
The effectiveness of the Foundation Stage	<b>3</b>
The effectiveness of boarding provision	
The capacity to make any necessary improvements	<b>3</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>3</b>
The standards <sup>1</sup> reached by learners	<b>3</b>
How well learners make progress, taking account of any significant variations between groups of learners	<b>3</b>
How well learners with learning difficulties and disabilities make progress	<b>3</b>

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	<b>2</b>
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>
The extent to which learners adopt healthy lifestyles	<b>2</b>
The extent to which learners adopt safe practices	<b>2</b>
How well learners enjoy their education	<b>2</b>
The attendance of learners	<b>3</b>
The behaviour of learners	<b>2</b>
The extent to which learners make a positive contribution to the community	<b>2</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>3</b>

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>3</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>3</b>
<b>How well are learners cared for, guided and supported?</b>	<b>3</b>

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>3</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>3</b>
How effectively leaders and managers use challenging targets to raise standards	<b>3</b>
The effectiveness of the school's self-evaluation	<b>3</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>3</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>3</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>3</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

**Annex B**

29 April 2008

Dear Pupils

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

Thank you very much for making us so welcome when we visited your school last week and for telling us so much about your school. We congratulate you on your good behaviour, both in lessons and around the school. We particularly noticed how well you get on with each other and with the staff, and how much you appreciate each other's efforts. We especially enjoyed your singing in assembly and the colourful artwork on display. You have a good understanding of how to live healthy lives and your enthusiasm for a wide range of sporting activities – from golf to country dancing - is great. The staff take really good care of you and find lots of practical things for you to do in lessons to help you learn. We are pleased to see that the standard of your work is improving. Some of you seem to make faster progress in some classes than in others. Your teachers make many checks on how well you are doing but we want them to make better use of this information to help you all make the best possible progress.

We are also asking your teachers to make sure that at the start of lessons, they explain to you more clearly what you are going to learn and how you will know when you have achieved it. We are glad to hear that you like the new 'two stars and wish' comments your teachers make when marking your work. We want them to make even better use of these by saying how well you met the learning goals they shared with you at the start of the lesson. You can help them, for example, by working hard and telling the staff about how well you are getting on.

Many of you have had different teachers during your time in the school. Miss Trampnow is doing really well looking after the school until the appointment of a new headteacher. We have asked her and the staff to make sure that all their checks and plans for the future focus on helping you do as well as you can in all the different things the school provides for you. You can help by sharing your thoughts and ideas through the school council and taking a full part in all the different activities the staff provide for you.

Keeping working hard and enjoying school.

Yours truly

Mike Best  
Lead inspector