

Clutton Primary School

Station Road, Clutton, Bristol, BS39 5RA

Inspection dates

22 – 23 January 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- All pupils make good progress from their starting points.
- Teaching is consistently good. Teachers and teaching assistants work well together, checking pupils' learning and making sure that work is set at the right level of difficulty.
- Pupils behave well and have highly positive attitudes to learning. The school works well to make sure that they understand how to stay safe.
- In this small school, with mixed-age classes, all pupils are known as individuals and their particular needs are well catered for.
- The headteacher and governors lead and manage the school well. They have high expectations of staff and pupils and are working well to make sure that the school improves further.
- The school is at the heart of its local community and is valued by parents and carers for the wide range of activities it provides.
- Pupils take part in many activities that help them to learn, both in lessons and away from the classroom. This means that they are well prepared for the next stage of their education.

It is not yet an outstanding school because

- Pupils do not always have a clear understanding of how to improve their work and this can slow their progress.
- Subject leaders are not fully involved in checking the quality of teaching and learning throughout the school.

Information about this inspection

- The inspector and headteacher jointly observed teaching and learning in 12 lessons. The inspector also made several other visits to lessons to observe learning in a range of subjects other than English and mathematics.
- The inspector talked to parents and carers before the start of school and took into consideration the 48 responses to the online questionnaire, Parent View. She also took into account several letters from parents and the 15 returns made to the staff questionnaire.
- The inspector listened to pupils read and talked to pupils about their views on school.
- The inspector met with the headteacher and deputy headteacher, other members of staff and members of the governing body. She spoke to an officer from the local authority to discuss aspects relating to leadership and management and how these impact on pupils' attainment and progress.
- The inspector looked closely at a range of different documents, including the school's tracking data on pupils' progress, records relating to the checking of teaching and learning, and minutes of governing body meetings along with information relating to safeguarding, behaviour and attendance.

Inspection team

Marion Hobbs, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school serving a rural community to the south of Bristol.
- The proportion of pupils supported by the pupil premium is below average. This is additional government funding for looked after children, those known to be eligible for free school meals and those with a parent or carer in the armed forces.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported at school action is lower than the national average. The proportion supported by school action plus or with a statement of special educational needs is in line with the national average.
- Pupils are taught in five mixed-age classes. These consist currently of Reception and Year 1, Years 1 and 2, Years 2 and 3, Year 4 and Years 5 and 6.
- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Make sure that all pupils understand precisely how they can improve their work and so make more rapid progress.
- Increase the involvement of subject leaders in checking the quality of teaching and learning so that they are able to support staff in helping pupils to make more rapid rates of progress.

Inspection judgements

The achievement of pupils is good

- All pupils are supported to achieve well from the moment they join the school. Good liaison between the school and its nursery providers mean that individual pupils' needs are well known in advance and both class planning and any additional support are in place to support good rates of progress.
- Reception-age pupils are helped to make good progress because of well-planned, stimulating activities that suit their needs and because there are several adults on hand to help them.
- The mixed-age classes mean that pupils can learn at a pace that suits their personal needs. All pupils are known as individuals in this small school and teachers and teaching assistants work closely together to provide precise, tailored support for each pupil.
- The school shows in its data over time that all pupils, including disabled pupils and those who have special educational needs, make at least the expected progress in reading, writing and mathematics. This includes those pupils eligible for the pupil premium who make the same good rates of progress as their peers.
- Pupils make good progress in lessons. This is partly due to teachers' strong subject knowledge and good use of questioning, but also because teaching assistants are highly skilled to provide additional support, whether this is in class or in small groups.
- Attainment for pupils is broadly average over time in reading, writing and mathematics at both Key Stage 1 and Key Stage 2. Those eligible for the pupil premium attain at the same level as their peers.
- Pupils are well taught in developing their skills to become confident, independent readers. Their progress in reading is tracked thoroughly as they move through the school. All pupils have a range of high-quality texts to choose that appeal to their interests.
- Pupils' wider skills, such as working in teams, are developed in a variety of ways. Years 5 and 6 pupils explained about how the school house system and school council allow pupils to work together in different fund-raising, sporting and environmental activities. Such activities help them to be well prepared for the next stage of their education.

The quality of teaching is good

- Teaching is routinely good in lessons and some is outstanding. This supports pupils' good rates of progress.
- Pupils are keen to engage in activities and benefit from having many opportunities to rehearse their ideas aloud before tackling tasks in writing. Years 1 and 2 pupils enjoyed talking about the dangers their characters might face before writing instructions on how to navigate a path through difficult terrain.
- All teachers plan lessons that include tasks set at the right level of difficulty for their pupils. Lessons and topics interest and stimulate pupils and help them to think for themselves. Years 5 and 6 pupils, for example, were keen to explore different ways of solving problems relating to fractions in mathematics. The most able pupils in all classes benefit from activities that provide stretch and challenge.
- Teachers and teaching assistants have high expectations and good subject knowledge. Relationships in lessons are strong and adults use questioning effectively so that all groups of pupils are able to make good rates of progress in their work.
- The headteacher and deputy headteacher check pupils' progress closely in lessons. They make sure that appropriate support is put in place quickly for any pupil who may be at risk of underachieving. Pupil premium funding is used effectively to provide extra support for eligible pupils in reading, writing and mathematics.
- All staff mark pupils' work regularly and accurately. As yet, however, pupils do not always have a

clear understanding of how to improve their work and this can slow their progress.

- Homework is set regularly for all pupils and relates to their learning in class. Pupils say they like the additional tasks and understand how these help them to deepen their knowledge and skills.

The behaviour and safety of pupils are good

- Behaviour is good. Pupils arrive at school keen to learn and take part in the activities teachers have planned for them. Across the school, attitudes to learning are positive.
- The school buildings and grounds are compact and well maintained. All pupils move around school responsibly and look after each other at playtimes and lunchtimes although there are always adults on hand to help them if needed.
- Pupils' behaviour in lessons is routinely good. Lessons are rarely interrupted by any form of disruption and if this happens it is managed swiftly and appropriately by adults.
- Staff, parents and carers are all highly positive about the school and all that it does for its pupils. One parent wrote, 'under the current strong leadership both my children are thriving, academically and socially.'
- There are very few incidents over time relating to any kind of bullying and none related to racist incidents. Pupils are confident that bullying is not an issue for them at school.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe in a range of situations, including those related to e-safety.
- Teaching assistants are especially skilled in helping pupils with social, emotional and behavioural needs. A few pupils are benefiting from weekly visits to Horseworld, a local charity, that give them opportunities to learn in a different environment.

The leadership and management are good

- The headteacher and governing body work successfully together to drive improvement across the school. There is a strong desire to see the school improve further.
- All leaders and managers, including governors, review attainment and progress data regularly. This means that any pupil who needs additional support in order to achieve well is recognised quickly so that this support can be put in place.
- The school has robust systems for senior leaders to monitor the quality of teaching throughout the school. Teachers' targets to improve their practice are linked to pupil outcomes and the school development plan. Teachers' progression up the pay spine is tied to the Teachers' Standards and used to reward good practice.
- As yet, subject leaders are not as fully involved as they could be in helping to check on the quality of teaching and learning throughout the school. This means that they are not always able to provide support and guidance to staff so that pupils make even more rapid progress.
- The school has a clear understanding of its strengths and areas for development. Governors and senior leaders work closely to plan actions based on priorities for improvement.
- The local authority provides good quality guidance and advice to the school, helping to ensure that the school is able to access support if required. The range of subjects and wider educational experiences that the school provides mean that all pupils are able to develop as rounded learners. They have many opportunities to work together, both in literacy and numeracy and when exploring new topics. There are many good opportunities for them to learn outside the classroom; for example, Reception and Year 1 pupils enthusiastically took part in a 'Dinosaur Hunt' round the village using the ideas they had shared in a previous lesson.
- The headteacher ensures that the school website is a useful, practical tool to communicate with parents and carers. Pupils' weekly achievements are celebrated online along with the school newsletter so that parents and carers are kept fully up to date about the school's work.
- Close links with external partners mean that support for any potentially vulnerable pupil is

provided quickly and effectively.

- Good use is being made by the school of the government's additional primary sports funding. A close link to the local secondary school means that pupils have many opportunities to participate in competitive sport, for example football, gymnastics and swimming. A specialist teacher is also able to work with teachers and classes to help develop teachers' own skills in teaching physical education.

■ **The governance of the school:**

- The governing body is an experienced group whose members use their different areas of expertise well to provide strong support to the school. They provide challenge to school leaders, exploring issues in detail, and are ambitious to see the school improve further. Governors have an accurate understanding of the school's performance and work closely with the headteacher to monitor the school's work effectively. Governors take advantage of training provided by the local authority to help them in their work and also use focus group meetings to share good practice and ideas with members of other local governing bodies. Governors are effective in their deployment of the school's finances, including the pupil premium and sports funding. Governors are in school on a weekly basis working alongside teachers and readily available to listen to any concern from parents and carers.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109063
Local authority	Bath and North East Somerset
Inspection number	431073

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

Type of school	Community
School category	Primary
Age range of pupils	4 – 11
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	The governing body
Chair	Mrs Kate Wilson
Headteacher	Mrs Michelle Parsons
Date of previous school inspection	21 – 22 June 2012
Telephone number	01761 452510
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