

# Clackclose Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121012
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	285676
<b>Inspection dates</b>	25 -26 September 2007
<b>Reporting inspector</b>	Patricia Pritchard HMI

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 - 11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	298
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Ian Mack
<b>Headteacher</b>	Mr Ronnie Koon
<b>Date of previous school inspection</b>	23 - 26 May 2005
<b>School address</b>	Nursery Road Downham Market Norfolk PE38 9PF
<b>Telephone number</b>	01366 383824
<b>Fax number</b>	01366 386209

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<b>Age group</b>	3-11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Clackclose Primary School occupies a split site in Downham Market. It has a 52 place nursery and a learning support centre for 24 pupils. Pupils in the Foundation Stage and Year 1 are taught in the old school building which is about 250 metres from the main school building. The proportion of pupils known to be eligible for free school meals and the proportion of pupils with additional learning needs are above the national average. The proportion of pupils with statements of special educational need is well above the national average. There are very few pupils with English as an additional language.

## Key for inspection grades

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

## **Overall effectiveness of the school** **Grade: 3**

During the last year, Clackclose Primary School has improved significantly as a result of the decisive leadership of the headteacher and the able support of the staff, governing body and local authority. In accordance with Section 13(4) of the Education Act 2004, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. It offers a satisfactory standard of education and has good capacity to improve further.

Although standards in English, mathematics and science are still below the national average, particularly at the end of Key Stage 2, pupils are making much faster progress than previously and achievement is satisfactory. This is due to successful initiatives introduced by the leadership team, including the eradication of unsatisfactory teaching and well-timed action planning. Teaching is now satisfactory and in Years 5 and 6, it is frequently good. The culture of the school is one of a 'can do' approach and staff are working well together as a team to raise standards. All aspects of provision are now satisfactory. There is still, however, some way to go to improve the quality of pupils' writing and to raise boys' attainment. The school is increasingly setting challenging targets although this aspect does not always impinge on practice in the classroom, especially on the teaching and learning of higher attaining pupils. There is scope for analysing pupil performance data more sharply and improving the accuracy of teachers' assessment of writing. However, as one parent wrote, 'the atmosphere and attitudes have become more settled and positive. The work ethic has become better'. Pupils enjoy school. They are well behaved in lessons and in the playground, and are aided by the school's consistent approach to reinforcing good behaviour so that their personal development is good.

The management of the school is good. Pupils learn in a well-ordered environment and they respect their surroundings. The grounds are extensive and attractive, and staff and pupils cope well with the split site. Communication within the school and with parents is also good. The school is successful at promoting the well-being of all pupils. This is reflected in the ease with which pupils communicate with each other and their keenness to learn. It is an inclusive school and offers satisfactory value for money.

## **Effectiveness of the foundation stage** **Grade: 2**

Provision in the Foundation Stage is good and improving all the time. The Foundation Stage is very well led and managed by a leading early years' practitioner. Children join the reception class below national expectations in most areas of learning but especially in their language development. As a result of the good teaching and the provision of a language-rich and activity-based curriculum, they make good progress. At the end of the Foundation Stage, although their reading and writing development is still below national expectations, they possess a secure foundation for developing their literacy skills further in Year 1.

Children really enjoy their learning. Their behaviour is very good. All adults working with the children know them well and have a good understanding of the principles of effective early years' provision. Teaching assistants are highly effective in supporting

learning. Very good use is made of the outdoor environment as a learning resource. Parents are kept well informed of their children's progress. There are good arrangements to ensure children's safety including a secure play area.

### **What the school should do to improve further**

- Improve the quality of pupils' writing.
- Raise the attainment of boys across the school.
- Improve the performance of higher attaining pupils.
- Conduct a sharper analysis of pupil performance data and improve the accuracy of teacher's assessment of writing.

A small proportion of schools whose overall effectiveness is judged as 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**

During the last year, there have been clear signs of improvement in pupils' achievement from the Foundation Stage onwards. Pupils are now making at least satisfactory progress in relation to their starting points throughout the school. This accelerated progress is beginning to be reflected in improved standards in Key Stage 1. For example, in 2007, Year 2 pupils did particularly well in mathematics and exceeded the national average. In English, however, their reading and writing scores, although better than the previous year's results, were still below the national average. Writing scores were low. Boys consistently underperform in all subjects in Key Stage 1.

In Key Stage 2, a similar pattern emerges with pupils making faster progress than in the previous two years and doing better in mathematics than in English. However, this improved progress has yet to be reflected in the standards achieved by pupils at the end of Year 6 where attainment is still consistently below the national average in all subjects. Contributory factors to the low English results were poor writing scores and only a few pupils achieving higher levels of attainment. Boys underperformed particularly in English. The school rightly points out that last year's Year 6 pupils had too much ground to cover in too short a time. Evidence from lesson observations indicates that pupils are now making at least satisfactory progress in all subjects and in many lessons, some pupils achieve standards which are comparable to national expectations.

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

**Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. They possess good social skills and communicate easily with adults and their peers. Behaviour is also good both inside and outside the classroom. Pupils enjoy school and parents confirm this. They are well motivated to learn and feel secure in contributing to class discussion without the fear of making a mistake. Pupils are keen to participate when invited to judge their learning at the end of lessons. Attendance has improved and is broadly satisfactory.

The pupils enjoy taking responsibility. Those on the school council take their roles seriously and contribute sensible ideas for improving the indoor and outdoor environment. Pupils feel safe and care for one another. They develop a sound understanding that some people are less fortunate than they are and contribute to the wider community by fund-raising for charities. Pupils are happily adopting healthy lifestyles. They participate in energetic physical activity and are proud of their improved school snacks and lunches. Pupils demonstrate that they possess a sound preparation for their future years through their good social development and recent satisfactory progress in developing their basic literacy and numeracy skills.

## Quality of provision

### Teaching and learning

**Grade: 3**

The overall quality of teaching and learning is satisfactory. It is frequently good for the pupils in the Foundation Stage and for the oldest pupils. The school's mainly experienced staff plan and prepare lessons conscientiously and often make good use of suitable resources to engage the pupils' interest. Lessons are well controlled. The teachers have high expectations of behaviour and at times project stimulating enthusiasm that is quickly caught by their pupils. Lessons do not always, however, have sufficient challenge for the higher attaining pupils. Teachers usually make good use of teaching assistants to help individuals or lead learning in small groups. This provides good support for pupils who have additional learning difficulties. Increasingly, the teachers give timely advice through their marking and other responses to pupils' written work although some teachers are not yet fully confident in assessing pupils' writing accurately against National Curriculum levels of attainment. Recent improvements in the school are helping the teachers to match work more closely to the pupils' needs and to set practical targets to guide further learning.

### Curriculum and other activities

**Grade: 3**

The curriculum includes all of the required subjects and class timetables provide enough time for each. Substantial time is devoted to literacy and numeracy in order to raise standards. Recent improvements in equipment have strengthened provision for information and communication technology (ICT). The school recognises a number of further improvements that are needed; for example in providing more opportunities for exploratory and investigative science. To accelerate pupils' development of writing, the staff are focusing more closely on that aspect of English. They are also finding ways for pupils to apply their writing in other subjects. There is, however, scope for more consistent attention to the development of fluent handwriting and of complex sentences and text in order to make writing interesting. The school's programmes for assembly and personal, social and health education help the pupils to learn about important topics, including health, safety and relationships. The curriculum also promotes the pupils' cultural development well through opportunities to learn about the life and traditions of children in other countries. The school provides a satisfactory range of after-school clubs to enable pupils to participate in team activities and to extend their learning outside of the classroom. For example, there is an ICT club and pupils can participate in sporting and musical activities.

## Care, guidance and support

**Grade: 3**

The staff provide good personal care and support through their strong commitment to inclusion, well-informed advice and close supervision. Guidance for the pupils about their learning is improving as information about their attainment is gathered and analysed to gauge their progress. Arrangements for pupils who have additional learning needs or disabilities are satisfactory. New leaders are reorganising the learning support resources, reviewing staff deployment and introducing more refined assessment for the pupils who have the lowest attainment. The school has good links with other agencies, which provide specialist advice when needed. There is scope, however, for giving more guidance to higher attaining pupils. Pupils' welfare is underpinned by systematic risk assessment and well-established and sound child protection arrangements. The day-to-day attention of the staff and the good behaviour of the pupils create a climate in which learners are beginning to thrive.

## Leadership and management

**Grade: 2**

The leadership and management are good. Under the very clear direction and strong leadership of the headteacher, who has been in post since September 2006, the leadership team has been decisive in tackling the issues identified in the last inspection report. The issue of unsatisfactory teaching and learning has been addressed successfully and support programmes have been introduced to meet the professional development needs of staff. Subject leaders are now taking an active role in monitoring teaching and learning. They have a good understanding of the strengths and weaknesses of provision within their subjects and are focused firmly upon raising standards. Their action planning reflects this priority. The school has begun to track pupils' progress from year to year more systematically although systems are not yet fully embedded in practice. The analysis of pupils' performance data to inform the setting of challenging targets for different groups of pupils is not as sharp as it could be and staff recognise that this is an area for development.

Communication with parents is good. Parent questionnaires overwhelmingly reveal a high degree of satisfaction with the leadership of the school. Parents' views are summed up by the following parental comment, 'I have watched the school improve greatly since April 2006'. Staff morale is good; the staff work well as a team. Governors have a good understanding of their roles and responsibilities and have successfully supported the school through a time of transition and change.

**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>2</b>
The capacity to make any necessary improvements	<b>2</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>3</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>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 leaders and managers use challenging targets to raise standards	<b>3</b>
The effectiveness of the school's self-evaluation	<b>2</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, 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>2</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**

27 September 2007

Dear Pupils

**Inspection of Clackclose Community Primary School, Downham Market, PE38 9PF**

Thank you very much for welcoming the inspectors when we visited your school recently. We enjoyed meeting you and talking to you. During our visit, we spent time in your classrooms, looked at your work and had several meetings with Mr Koon, the staff and the governors in order to see how well the school is helping you to learn and how well you are making progress.

We were very pleased to see you enjoying school so much and wanting to learn. We thought you were very polite, well behaved and happy. Your teachers plan interesting lessons and are skilled at using the interactive whiteboards in lessons. You care for one another well and the adults in the school ensure that you are well cared for too. Your behaviour is good.

With this letter comes the school report. It says that pupils at Clackclose Community Primary School are now making at least satisfactory progress in all subjects but that standards in writing need to be improved and boys, in particular, need to improve their skills. Your teachers are aware of these points and already they are focusing on ways to improve your writing. We have asked your teachers, too, to ensure that those of you who find learning easy do better.

Your school is very well led and managed by Mr Koon, Mrs Purdy and the leadership team. That is why your school has improved so much during this last year. The staff and governors work well together as a team. They know what the school does well and they know where they want the school to go next. You also help them with your ideas and Mrs Bavin enjoyed meeting the school council. Your parents are very pleased with the improvements made in the last year. The youngest of you have a very good time in the reception class and make good progress. You have lots of opportunities to learn both inside and outside the classroom.

We enjoyed our visit and it gave us a lot of pleasure to report that your school had improved so much. Keep up the good work!

Best wishes

Yours sincerely

Tricia Pritchard HMI