

# The Clinton Church of England Primary School

Merton, Okehampton, EX20 3EQ

**Inspection dates** 16–17 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good and has rapidly improved since the previous inspection. This reflects the good teaching pupils receive.
- The headteacher, and more recently the acting headteacher, have provided the school with committed and highly effective leadership. Together with their small team within the federation, they have established a culture where everyone is expected to do their best and only the best is accepted.
- All pupils, including disabled pupils, those who have special educational needs and those who are eligible for additional funding from the pupil premium, make good progress from their individual starting points in English and mathematics. Many of them have made substantial gains, exceeding what which would normally be expected.
- In lessons, pupils' attitudes towards their work are exemplary, demonstrating their thirst for learning. Around the school, they are highly respectful and considerate, showing how proud they are of their school, where everyone is valued and treated as an individual.
- Pupils are taught at an early age to be self-motivated and are able to manage their own learning well. They respond to teachers' high expectations in lessons by working hard. Teachers monitor pupils' progress regularly, encouraging them on to harder work.
- Leaders have achieved substantial improvement in the quality of teaching. This has led to the rapidly improved outcomes for pupils and has helped secure the future for this small school.
- Governors provide leaders with good support and challenge. This has been successful in securing good achievement for all pupils.

### It is not yet an outstanding school because

- Teachers do not always provide pupils with enough information to help them recognise, by themselves, what they have to do in order to achieve at a higher level.
- Next-step comments by teachers in pupils' books to help improve their work are not always as clear as they could be.

## Information about this inspection

- The inspector visited six lessons and observed two teachers, as well as a teaching assistant working with a small group of pupils providing additional support in mathematics. Observations included one to look at the teaching of phonics (linking letters and sounds). The acting headteacher joined the inspector for a number of observations.
- Discussions were held with the headteacher, acting headteacher, staff, pupils, parents, governors and a representative from the local authority.
- The inspector observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.
- The inspector took account of the seven responses to the staff questionnaire during the inspection and spoke to some parents at the start of the day. He also took account of a recent survey, undertaken by the school, to collect the views of parents and received a letter from a parent during the inspection. However, too few responses were received from parents to the online Parent View survey, so the inspector was unable to use this information.

## Inspection team

John Cavill, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Clinton is much smaller than the average-sized primary school.
- The school entered into a federation with Dolton Church of England Primary School in 2010. The headteacher and governing body lead both schools.
- The school is currently being led by an acting headteacher in the absence of the substantive headteacher, who will return in September 2013.
- Children in the Early Years Foundation Stage are taught in a Reception and Key Stage 1 class. There are only two classes currently at the school and the other one contains pupils who are in Key Stage 2.
- All pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average, but the proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, for children of service families and for looked after children, is well below average. There are no looked after children or children of service families currently in the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve the quality of teaching to outstanding to increase pupils' achievement further, by ensuring teachers:
  - provide pupils with information that allows them to recognise for themselves what they have to do in order to produce work at a higher level
  - provide clear 'next step' guidance for all pupils when marking their work to build on the good assessment practice already in place.

## Inspection judgements

### The achievement of pupils is good

- Achievement has improved rapidly since the previous inspection. All groups of pupils make at least good progress, from their individual starting points, leading to attainment in both English and mathematics that is above average at the end of Year 6. This ensures that all pupils are well prepared to move onto secondary school.
- When children start in the Reception Year, their skills and abilities are generally similar to what would normally be expected for their age but the small cohorts in each year vary considerably, with pupils demonstrating a range of abilities.
- Good teaching ensures that all children make good progress in the Reception Year. Lessons are planned well to meet the needs of pupils in the mixed-age class by ensuring that pupils across the Early Years Foundation Stage and Key Stage 1 are taught by ability rather than age as much as possible. Consequently, most children have already exceeded average levels of attainment by the end of the Reception Year in all areas of development.
- Good progress continues across the school and the proportions of pupils who make and exceed their expected progress compare favourably with the national averages in English and mathematics.
- Disabled pupils and those who have special educational needs all make good progress throughout the school from their individual starting points. The school is firmly committed to providing equality of opportunity for all pupils, and additional support, expertly targeted to meet individual needs and delivered by skilled teaching assistants, complements the work done in lessons. This reflects the truly inclusive nature of this school.
- Accelerated progress in mathematics has been successful in closing the gap that existed in relation to English. In the Key Stage 2 class, pupils develop their understanding and application of mathematics using 'laws' they have found while undertaking problem-solving tasks. Pupils who discover these mathematical concepts have them named after them and are responsible for sharing and explaining the concept to the rest of the class. This has been instrumental in developing the excitement pupils share about mathematics.
- The progress of the small number of pupils who benefit from pupil premium funding is at least good in both English and mathematics, and is similar to that of all other pupils. This ensures there is no gap in attainment between these pupils and others in both English and mathematics.
- A programme to support the teaching of phonics has rapidly improved pupils' progress in reading and writing. Children in the Reception Year were able to edit wrongly spelt sentences using the past tense, given to them by the teacher, with the correct spellings, developing their writing skills well. Pupils enjoy reading and their attainment is above average at the end of both Key Stages 1 and 2.

### The quality of teaching is good

- Teaching is consistently good and often outstanding. This is resulting in the pupils' good achievement across the school.
- Pupils' attitudes to learning in the mixed-age classes are excellent and reflect the importance teachers place on expecting all pupils to do their very best. Lessons are planned effectively and designed well to enthuse and engage all pupils, including disabled pupils and those who have special educational needs.
- Teachers challenge pupils well with work that encourages them to think and learn for themselves. Pupils understand what they are expected to achieve and can recognise their own success by self-assessing their work. They understand what constitutes good progress. In the Key Stage 2 class, a Year 6 pupil voluntarily applauded the response given by a Year 3 pupil in improving the quality of an explanatory sentence as he was able to recognise the higher than expected level of work.

- Guided reading is a regular and effective feature of the week and all pupils are encouraged to read a wide range of texts.
- Teachers use questioning well to monitor pupils' progress in lessons. Pupils' responses are used to reshape their work, enabling them to make accelerated progress. Teaching assistants are fully included in the planning of lessons and support the drive to make all pupils independent learners.
- Teachers mark pupils' work accurately and comments are provided to both praise pupils for their good work and indicate the next steps they need to take in order to improve. Pupils use this information well and make responses to their teacher to highlight any gaps in their understanding. However, sometimes, the 'next step' comments cannot be easily understood, as they are not as clear as they could be, which confuses some pupils. This is limiting their ability to make faster progress.
- Pupils are supplied with individual targets that challenge them well. They are able to say what they have to do in order to improve but much of this information is provided by the teacher and is not directly linked to the attainment levels. This is limiting the pupils' ability to recognise for themselves what they have to do in order to attain at the next level.
- Parents who spoke to the inspector thought that their child was taught well and made good progress at the school. They were very eager to say how much teaching has improved and this is reflected in the positive views of parents who responded to the school questionnaire undertaken earlier this year.

### **The behaviour and safety of pupils** are outstanding

- Pupils' attitude to learning is excellent. They are keen to learn and to share their successes with others. In lessons, they contribute fully and respect their teachers and other adults highly. Their behaviour in lessons and around the school is exemplary.
- Pupils are proud of their school and come to school excited to learn. Their attendance is above average and pupils are punctual coming to school. This is reflected in the highly positive 'buzz' around the school at the start of the day, and, when asked what was good about the school, one pupil responded by saying 'everything!'
- All pupils, including children in the Early Years Foundation Stage, say that they feel safe and very secure. They report that they are confident that adults at the school will deal with any problems that they may have quickly and effectively. All parents and school staff agreed with these findings.
- Pupils are fully aware of what constitutes bullying, including physical, emotional, cyber-bullying and the risks involved with using social networking websites. Pupils say that there is no bullying at the school and the school records confirm this view. Parents report that bullying is not a problem at the school and, along with the pupils, report that the staff would sort out quickly any problems that pupils may have.
- The systems at the school to manage behaviour are very well understood by both staff and pupils. However, pupils are able to manage their own behaviour well, understanding the difference between right and wrong, so procedures used to manage behaviour are hardly ever required.
- Pupils are very keen to take a full part in all activities within the school. The school is proud of its sporting achievements, as are the pupils, such as their successes in the recent Merton Rally, a sports event for teams from local small schools.

### **The leadership and management** are good

- The headteacher, and acting headteacher, have a shared vision for the school and have successfully ensured it continues to improve and flourish. Staff morale is high across the federation, providing additional capacity and a shared determination to continue to improve.

- A strong team of leaders and governors has secured rapid improvements, especially in the quality of teaching and pupils' achievement since the previous inspection. Highly effective leadership and management across the federation have secured similar improvements in both schools. Current planning to incorporate the local pre-school into the school from September, with the increased numbers of children, demonstrates future sustainability.
- Parents are very positive about the way that leaders work hard to retain the values and heritage that are so important to this small village and community. A good example of this is the regular celebration of the link the village has with the Coldstream Guards.
- The leadership of teaching is good, and effective systems to manage teachers' performance are in place to make sure that the levels of pay awarded to individual teachers reflect how well their pupils learn and any leadership responsibilities that they have.
- Leaders check pupils' progress and attainment regularly and the information is analysed accurately. Pupil progress meetings are held to identify pupils who would benefit from some additional support to accelerate their progress. Data on pupils' progress are used to judge the effectiveness of this additional provision to ensure it is having the desired effect.
- The school's self-evaluation is accurate and improvement planning across the federation is sharply focused on continuing to raise pupils' achievement. Training is linked, wherever possible, to whole-federation improvement issues, ensuring it has the maximum impact on raising standards.
- The topic-based curriculum is exciting and well matched to pupils' needs and aspirations. It is planned effectively to ensure that literacy and numeracy skills are developed at every opportunity. The inclusion of the school's 5Rs of readiness, resourcefulness, responsibility, resilience and reflectiveness in all school activities ensures that pupils' spiritual, moral, social and cultural awareness is promoted effectively.
- The local authority supported the school to ensure it remained under strong leadership but now only provides a light touch support to this good school.
- **The governance of the school:**
  - The governing body is experienced and has a good understanding of the school, how well pupils make progress and the effectiveness of teaching. Governors understand the areas for development across the federation and work with the school to see through the improvement plans. They are aware of the results pupils attain in national tests and how they compare nationally. They understand how each member of staff is paid according to their experience and performance. Governors have a clear understanding of how the pupil premium is allocated and its impact on improving levels of pupils' attainment. The governing body ensures the school meets its statutory safeguarding requirements and is highly supportive of everyone there. Governors provide support and challenge to the school's leaders and benefit from regular training opportunities.

## 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

<b>Unique reference number</b>	113452
<b>Local authority</b>	Devon
<b>Inspection number</b>	405471

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	39
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Atton
<b>Headteacher</b>	Rachel Brennan
<b>Date of previous school inspection</b>	6–7 July 2011
<b>Telephone number</b>	01805 603357
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