

Cleobury Mortimer Primary School

Love Lane, Cleobury Mortimer, Kidderminster, DY14 8PE

Inspection dates 15–16 October 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- The headteacher has a secure knowledge of the school. Leaders and governors actions are focused on improving the quality of teaching and increasing the rate at which pupils make progress.
- Systems for monitoring the effectiveness of teaching and learning are effective and enable teachers to develop their practice. This is supporting the school's improvement.
- Teaching is good throughout the school and teachers are successful in engaging pupils' interest and helping them to make good progress in their work.
- Pupils' achievement is good. By the end of Year 6, they are reaching standards which are above average. This represents good progress in relation to their average starting points.
- Behaviour is good. Pupils show consistently positive attitudes towards learning and each other because of the importance placed upon this by leaders and teachers. Pupils feel safe in school.

It is not yet an outstanding school because

- Pupils do not always have enough opportunities to be involved in extended pieces of writing in subjects other than English.
- Pupils are not frequently given opportunities to apply their spelling and grammar knowledge to improve their writing.
- Teachers' marking does not always give pupils the next steps to help them improve their written work. Pupils are not given the opportunity to act upon their teachers' advice.

Information about this inspection

- Inspectors observed 14 lessons and saw all classes in operation. Three of these observations were shared with senior leaders.
- The inspectors observed morning playtime, lunchtime activities and attended an assembly.
- Inspectors observed the school's work and looked at a number of documents, including: the school's data on pupils' current progress, leaders' reports on lesson observations, the school's improvement plan, planning and monitoring documents, documents relating to safeguarding, and records relating to behaviour and attendance.
- Inspectors looked at the work in pupils' books and also scrutinised a range of their work.
- Discussions were held with pupils and an inspector listened to them read.
- Discussions were held with the headteacher, governors, senior and other managers and staff. In addition, the inspectors talked with two representatives from the local authority.
- The views of 64 parents who responded to the online questionnaire (Parent View) were taken into account, as well as those gathered through discussions with parents.
- The inspectors also received and considered the views of 17 staff who completed questionnaires.

Inspection team

Sarah Somers, Lead inspector

Additional Inspector

Dennis Brittain

Additional Inspector

Full report

Information about this school

- The school is smaller than the average size for a primary school.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and others) is below average.
- The large majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise the standard of writing across the school by:
 - creating more opportunities for extended writing across a range of subjects
 - ensuring that the school's marking policy is used consistently well and pupils are informed through marking of what they need to do to improve their written work and are given time to respond to teachers' advice
 - making sure that pupils use and apply their spelling and grammar knowledge to improve the accuracy of their writing.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are expected for their age in all areas of learning. However, this varies from year to year and an increasing number of children are entering school with skills below those expected.
- Children quickly settle into the school's routines, and enjoy their learning in the Early Years Foundation Stage. There have been significant improvements to the outdoor area to support learning since the previous inspection. Children make good progress because staff plan interesting activities for both indoors and outdoors. Their attainment improves, but some still struggle with basic skills on entry to Year 1.
- Good teaching and additional assistance in all classes have brought pupils' attainment in English and mathematics by the end of Year 6 to above average overall, which indicates good achievement for pupils over time.
- In reading, writing and mathematics at the end of Year 6 in 2012, more pupils achieved the higher levels than found nationally.
- In 2012, the proportion of pupils making better progress than that expected nationally in reading, writing and mathematics from their individual starting points was higher than national results.
- Pupils currently in the school are making good progress from their starting points. Learning observed in lessons and work seen in pupils' books demonstrate their good progress. Although writing across the school is not quite as strong as other subjects, it is not below average. The school has correctly identified writing as an area to improve, but the impact of the action taken so far has not yet ensured the improvement intended.
- Pupils' reading skills are developing well and staff and pupils speak positively about the impact of a new reading programme. In the Year 1 reading check in 2013, pupils achieved results above the 2012 national average. Older pupils read a wide range of texts and are able to discuss what they have read.
- Disabled pupils and those who have special educational needs receive effective help from teachers and teaching assistants in lessons. This guidance helps them to understand the work and to be fully involved in activities. These pupils make good progress across the school from their individual starting points. The school is effective in ensuring equality of opportunity for all pupils in their learning.
- Those pupils who attract the pupil premium are tracked with care and their improvement is recorded at least termly in reading, writing and mathematics, as is that of all pupils. In the 2012 Year 6 national tests, the attainment of eligible pupils was about two terms behind other pupils in reading, writing and mathematics. Results for Year 6 in 2013 indicate improved attainment by the pupils eligible for the pupil premium in reading, writing and mathematics. Eligible pupils currently in the school are making accelerated progress and the gap between the attainment of this group and that of their classmates is narrowing rapidly. Some pupils eligible for the additional funding are making more levels of progress than the rest.

The quality of teaching is good

- Teaching is typically good across the school. The headteacher ensures that there is a clear focus on high-quality teaching, promoting learning and raising achievement so that all pupils make at least good progress. Pupils respond well to the good teaching they receive, have a positive attitude to their learning and are keen to do well.
- Teaching and learning are good in the Early Years Foundation stage. Consequently, children quickly develop their personal, social and physical skills through a mix of activities led by adults and those they select for themselves.
- The regular assessment and careful tracking of pupils' progress has made all teachers much more aware of their accountability for the progress of pupils in their classes and of the levels which their pupils are expected to achieve.
- Pupils make good progress in lessons because teachers organise a range of activities that interest all of them. Pupils have opportunities to listen to clear explanations, answer questions and work together. This applies, for example, in number work. In a mathematics lesson on the use of protractors, the teacher successfully used pupils' suggestions to help them understand how they might use a systematic approach. Teachers know what they want the pupils to learn and make their expectations very clear.
- Teachers ask pupils carefully chosen questions to keep them engaged in each lesson, to consolidate learning, and to challenge their thinking by encouraging them to explain their reasoning. For example, in a Year 1 lesson pupils actively discussed the use of adjectives. Skilful questioning challenged them and accelerated learning for them.
- Teachers give pupils many opportunities to talk with and learn from each other about the topics studied. This practice promotes pupils' speaking and listening skills as well as their social skills. In these situations, all groups of pupils work well together in very well-managed discussions led by the pupils themselves. Consequently, they make good progress in their learning because all contribute to the exchange of ideas.
- Teaching assistants make important contributions to pupils' progress, sometimes teaching small groups and providing support for individuals. Close liaison with the class teachers gives assistants a clear understanding of what is expected of them.
- The teaching of disabled pupils and those who have special educational needs is good. Consequently, these pupils achieve well. They are monitored carefully and their additional needs are identified promptly. If progress is not as rapid as expected, measures are applied to tackle this, such as the range of small-group work and individual sessions in reading, writing and mathematics.
- Writing is well taught in literacy lessons and the quality of pupils' writing in these situations is good. However, pupils do not have enough opportunities to write at length in other subjects or to use their knowledge of spelling and grammar to improve their writing to reinforce learning from literacy sessions.
- Marking and feedback across the school are regular and positive. In the best practice, pupils are informed of what they have done well, what they need to do to further improve, and have opportunities to respond to teachers' comments and to correct their errors. However, in written work, pupils are not always given the opportunity they need to act upon teachers' marking and to improve their written work. Therefore, pupils' next piece of work does not always show that

they have improved on their previous learning.

The behaviour and safety of pupils are good

- Pupils behave very well when moving around the school. They walk calmly and sensibly in corridors. They are polite and friendly when talking to each other, adults and visitors in the school.
- Pupils' behaviour in lessons is good. They are keen learners and usually show high levels of concentration. Only very occasionally do individuals let their attention wander. Nearly all parents say that behaviour is good.
- Pupils work well together and listen to each other's views and know how to take turns. They cooperate well with each other in small groups or with partners in lessons, and get on well together at playtime and lunchtime. They treat each other with respect and this helps pupils to support each other with their learning.
- Pupils willingly take on additional responsibilities, such as being: representatives of the eco group, peer mentors, health-and-safety monitors and helping with jobs around the school. Pupils are proud of their school and take their responsibilities seriously.
- Pupils have a good understanding of different forms of bullying, including any that might be encountered through internet sites. They have a good understanding of how to keep safe and say that they feel very safe in school. They say they are confident that any issues they raise will be dealt with promptly.
- Some parents who replied to the questionnaire suggested that there may be some sort of bullying but the vast majority of parents who spoke to the inspectors did not feel there is an issue with bullying. Pupils have a good understanding of different kinds of bullying and say it is rare in school. When it does happen, they are confident that the school will deal with it effectively.
- Attendance is, currently, broadly average compared to other schools nationally. The school monitors attendance carefully and has clear systems in place to promote good attendance. Attendance has improved and most pupils attend regularly but, despite the best efforts of the school, a few families take children out of school in term-time.

The leadership and management are good

- The headteacher has maintained and further developed what was already a good school. Together with other leaders she has created a clear vision in which realising the academic potential of pupils is made a high priority, while their wider social needs and understanding of the world are equally well promoted.
- Leaders have a secure knowledge of the school. Consequently, they have an accurate view of its strengths and a clear understanding of the priorities for improvement. Leaders are focused on improving the quality of teaching and increasing the rate at which pupils make progress.
- Good levels of support for teachers and training have underpinned improvements to the quality of teaching. Staff have clear performance management targets to bring about improvement. There is a link between teachers' pay and the quality of learning. Although this has sometimes been a challenge, appraisal of staff performance is rigorous and has helped to improve teaching and the pupils' progress.

- During shared observations undertaken with the inspector, the senior leaders were accurate in their assessments of teaching and learning. They gave appropriate and developmental feedback to staff.
- Subject leaders have been encouraged and supported to develop their roles and responsibilities, and this has strengthened leadership. The leadership team has developed effective monitoring of the standards of teaching and tracking of progress of all pupils.
- The curriculum is effective in engaging pupils and promotes learning for all pupils, including those with additional needs or who attract the pupil premium. The curriculum is planned well to respond to pupils' interests and to broaden their experiences with opportunities to take part in activities outside the school day, such as the popular residential visit and visits to the Anglo-Saxon camp.
- Equal opportunities are promoted well. Disabled pupils and those who have special educational needs are fully involved in school activities. Discrimination of any kind is not tolerated.
- The school has ensured that its safeguarding policies and procedures meet all statutory requirements.
- The vast majority of parents who spoke to inspectors during the inspection were extremely positive about the leadership and all aspects of school life. However, not all parents who responded to Parent View or who spoke to the inspectors were positive about the way the school responds to their concerns. Inspectors found that the school responds to concerns appropriately.
- The local authority has given effective support to the school, such as the way it has supported the school in improving outcomes and training for the governors.
- School leaders and governors are using the new sports funding provided by the government to fund sports coaching and training opportunities for staff as well as additional school sports clubs and links with the local high school. Although pupils are clearly enjoying these opportunities, it is too early yet to gauge the impact on their levels of participation in sport and physical fitness.
- **The governance of the school:**
 - There have been some recent changes to the governing body and the local authority has supported governors with training. The governing body carries out all its statutory duties, including those for safeguarding. Governors understand the data showing pupils' attainment and progress and how this performance compares with the national average. They monitor the school's performance and have an accurate view of the quality of teaching. They make sure that teachers' remuneration is justified by their success in enabling pupils to achieve well. Governors keep a close eye on the school's finances. They have a clear understanding of the way in which funding, such as the pupil premium, is used to raise the attainment of those pupils who receive it.

What inspection judgements mean

School		
Grade	Judgement	Description
	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	123361
Local authority	Shropshire
Inspection number	426879

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Mr P Dews
Headteacher	Mrs B Williams
Date of previous school inspection	20 June 2011
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