

Inspection of a good school: Clifton upon Teme Primary School

Pound Lane, Clifton-upon-Teme, Worcester, Worcestershire WR6 6DE

Inspection date:

31 January 2023

Outcome

Clifton upon Teme Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy to attend school. They behave very well and are respectful of adults and each other. Pupils enjoy learning and spending time with their friends. They model the school's 'Clifton Way' values, including teamwork and perseverance in all they do. Pupils feel safe and are confident that staff would help them with any problems or worries they may have. Pupils know what bullying is and say it is rare at the school. They are sure that if it did happen, an adult would deal with it quickly.

Staff have high expectations of all pupils, including those who have special educational needs and/or disabilities (SEND), to achieve well. Pupils experience a broad and interesting curriculum. They are academically, socially and emotionally well prepared for the next steps in their education.

Pupils' personal development is a priority. Pupils have opportunities to develop their leadership skills, for example as part of the active squad, the eco-committee or as play leaders. Leaders plan visits to support the subjects that pupils are learning about and to help them gain a better understanding of the world outside of their village. Pupils enjoy the clubs that are on offer, including choir, chess and cheerleading.

What does the school do well and what does it need to do better?

Leaders have designed a balanced curriculum that sets out what pupils should learn in each subject. Subject plans are ambitious and include a focus on the subject-specific vocabulary that pupils should understand and use. The curriculum is at an early stage of development in a small number of foundation subjects. Pupils do not have enough opportunity to revisit what they have learned before in these subjects. This means that some pupils do not remember what they have learned well enough.

Reading is at the heart of the curriculum. Children begin learning to read as soon as they start in Reception and make strong progress. Staff have excellent subject knowledge and use this to support pupils to learn about the sounds that letters make. Pupils practise

reading with books that match their reading ability. Any gaps in pupils' knowledge are identified quickly, and they are very well supported to catch up with their peers. Leaders promote a love for reading. Pupils can talk confidently about their favourite books and authors and look forward to whole class story time.

Pupils enjoy mathematics. The curriculum is sequenced well so that pupils build their knowledge well in a variety of topics. Pupils are expected to use mathematical vocabulary to talk about their work and to explain how they have solved a problem. This begins in the early years where children can talk about numbers and how they 'find the total' and how they can 'prove it' with confidence.

Governors are passionate about the school and want the best for pupils and staff. The governing body has a broad range of expertise and experience. This is used to provide effective support and appropriate challenge for leaders. Staff say that leaders are mindful of their workload and well-being and appreciate what is done to support them. Some subject leaders are new to the role. They are developing the skills they need to provide effective support for the headteacher and to further strengthen leadership at the school.

Leaders ensure that the needs of pupils with SEND are identified quickly and accurately. Teachers adapt lessons so that learning is matched well to the needs of these pupils and, as a result, they achieve well. Pupils with SEND are well supported and access an ambitious curriculum alongside their peers.

Children in the early years get off to a great start. Relationships between adults and children are warm, and children settle into routines quickly. Children enjoy learning in the well-organised and resourced learning environment.

Leaders ensure that pupils' personal development is a priority. They aim to ensure that pupils are well prepared for life in modern Britain. Pupils are very respectful of the differences that people have and are adamant that anyone is welcome at their school regardless of skin colour, religion or disability. Pupils also build an understanding of how to look after the environment for future generations.

Pupils have positive attitudes and behave well during lessons and at breaktimes. They are considerate of the needs and feelings of each other. Older pupils are keen to support the youngest pupils, both out on the playground and as reading buddies.

Parents and carers are highly positive about the school. Most agree that their children are happy and achieve well.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the pupils very well. They quickly spot any signs that a pupil's welfare or well-being might be at risk. Staff receive training and regular updates. They know how to report concerns and are encouraged to report these no matter how small they may seem.

Leaders respond quickly and take action to help pupils and their families get the support they need.

The curriculum supports pupils to learn how to keep themselves safe. Pupils learn about the risks they might face in the wider community and when online. Older pupils learn about what a safe and healthy relationship feels like.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, pupils have not had enough opportunities to revisit what they have been taught, and some do not remember what they have learned well enough. This means that some pupils are not able to build on what they already know and can do. Leaders should ensure that there are opportunities for teachers to check how well pupils have learned, and act upon this information, before moving on to new learning.
- Some teachers are new to subject leadership. They are not yet confident in evaluating how well the curriculum is being implemented or leading improvements in the quality of education pupils receive. The headteacher should continue with her plans to provide support and training to further strengthen leadership at the school.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2012

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116669
Local authority	Worcestershire
Inspection number	10256987
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair of governing body	Nick Wain
Headteacher	Karen Crawford
Website	www.cliftonupontemeprimary.org.uk
Date of previous inspection	7 November 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed to start in September 2020.
- This is a smaller-than-average primary school. Pupils are taught in mixed-year classes, with the exception of the Reception class.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other members of staff. The lead inspector met with five members of the governing body and spoke to a representative of the local authority on the telephone.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each of these, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.

- To inspect safeguarding, inspectors scrutinised the single central record and a wide range of safeguarding files. They spoke to the designated safeguarding lead, staff, pupils and parents.
- Inspectors considered the responses, including written responses, to Ofsted Parent View, the online inspection survey. They also took account of the responses to the pupil survey and the responses to the staff survey.

Inspection team

Jo Evans, lead inspector

His Majesty's Inspector

Diana Pearce

Ofsted Inspector

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