

Clifford Bridge Primary School

Coombe Park Road, Binley, Coventry, CV3 2PD

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	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.

- Pupils are making good progress, particularly in the Early Years Foundation Stage and Key Stage 1.
- As a result, attainment has risen sharply. It is now above average in Key Stage 1 and is rising quickly in Key Stage 2.
- Teachers are inspiring pupils in their learning through imaginative lessons that encourage pupils to develop and apply their literacy, communication and mathematical skills in all subjects.
- Pupils typically behave well in lessons and around school, and feel safe.
- Pupils' understanding of letters and sounds has greatly improved because of the very well organised teaching of this aspect, supported by very effective use of highly skilled teaching assistants.
- The school is very well led by the headteacher and executive headteacher.
- Outstanding governance has been instrumental in ensuring a rapid rate of improvement since the school's previous inspection.

It is not yet an outstanding school because

- A small minority of teaching requires improvement.
- Pupils do not have enough opportunities to develop skills of independent learning, particularly those who are most able.
- The leaders responsible for different subjects and key stages are not sufficiently involved in ensuring that the good and outstanding teaching practice is effectively shared among all staff.

Information about this inspection

- The inspector observed 12 lessons, of which 10 were joint observations with senior leaders. In addition, the inspectors made a number of short visits to lessons.
- Meetings were held with a group of pupils, two members of the governing body, and senior and middle leaders. Meetings were also held with representatives of the local authority. No responses were recorded on Parent View. The inspector analysed 18 questionnaires completed by parents who attended the Nursery open day, and also listened to pupils reading.
- The inspector observed the school's work and looked at a range of documents, including records of pupils' recent assessments and current progress, school development plans, management of the work of staff, training arrangements for teachers and other staff, checks on teaching, pupils' behaviour and attendance, the safeguarding of pupils and governance.

Inspection team

Kevin Sheldrick, Lead inspector

Her Majesty's Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This school is an average-sized primary school, but it is increasing in size as more children are joining in Reception.
- A well-below-average proportion of the pupils are supported by the pupil premium, which is additional government funding for particular groups such as pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils who speak English as an additional language is below average.
- No pupils are currently educated in alternative provision on other sites.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- At its last section 5 inspection in July 2011, the school was judged as requiring special measures.
- Following this inspection the school federated with another local school that was judged outstanding at its last Ofsted inspection. The school has a headteacher and an executive headteacher.

What does the school need to do to improve further?

- To make teaching outstanding:
 - ensure that lesson activities are suitably demanding for pupils of all abilities, particularly those who are most able
 - ensure all teachers consistently provide high-quality feedback related to pupils' individual targets
 - further develop the Reception outdoor learning environment through provision of a covered area
 - encourage pupils to take more responsibility for their own learning, by for example, giving them opportunities to assess each other's work using thorough criteria and to choose harder work.
- Strengthen middle leadership by:
 - developing the ability of subject and phase leaders to evaluate teaching confidently
 - involving these leaders more in ensuring that the existing good and outstanding teaching practice is effectively shared amongst all staff.

Inspection judgements

The achievement of pupils

is good

- The attainment of pupils when they enter the school varies but it is generally as expected. The good progress pupils are now making in lessons is rapidly improving their attainment so that it is above average in most year groups. Attainment by the end of Year 6 is securely on course to be above average.
- There has been a sharp improvement in attainment at the end of Key Stage 1 and pupils' reading, writing and mathematical skills are now above average. Considerable improvements are also apparent in the Early Years Foundation Stage, largely because of highly effective teaching, particularly in Reception.
- Although there is some inconsistency at Key Stage 2, pupils here are also making good progress. Pupils eligible for the pupil premium attain below-average standards, but the gap is closing. The small number of pupils known to be eligible for free school meals is currently making better progress than those that are not eligible because these pupils are benefitting from a range of effective interventions.
- Disabled pupils and those who have special educational needs make good progress because their needs are accurately identified and teachers have become more skilled at adapting lessons to meet them.
- Pupils' knowledge of letters and sounds is good because the teaching of this aspect is very well organised. Any pupils making slower progress benefit immensely from being placed in very small groups, led by very effective teaching assistants.
- Reading has improved because pupils have access to a wider range of high-quality literature. The school's use of very stimulating topics has resulted in pupils reading widely and often. Pupils are demonstrating a high level of ability to use and apply the skills that are taught in English and mathematics in a range of subjects.
- The school's information on pupils' progress and attainment is accurate and confirms that pupils are making good progress. Pupils who speak English as an additional language also make good progress because their needs are accurately identified and additional support is provided; for instance, those at the early stages of speaking English have appropriate access to staff who can speak their first language.
- The progress made by more-able pupils is not quite as rapid as other groups because they do not have enough opportunities to choose more challenging tasks, or to show that they have the skills to work on their own.

The quality of teaching

is good

- The large majority of teaching is good or better. Pupils also benefit from an increasing amount that is outstanding.
- A major strength of teaching is the use of imaginative approaches that really excite pupils. For instance, Year 5 pupils were highly amused and engaged by a video a teacher made in order to introduce an investigation on sound insulation.
- Reception teachers have created an exciting and stimulating learning environment so children are totally absorbed in their learning. For instance, children's language and mathematical thinking were promoted exceptionally well through their reflections on the impact of ear size on hearing. In the Nursery, previous gaps in children's understanding of number have been filled by giving additional attention to this aspect in the play activities planned for children.
- Throughout the school, teachers are using other subjects very well to reinforce the skills pupils learn in English and mathematics. For instance, a Year 4 geography lesson on 'food miles' was particularly challenging and interesting because it included calculations that allowed pupils to evaluate the 'green' credentials of various foods.

- Teachers' good questioning skills contribute considerably to pupils' learning. A teaching assistant was observed skilfully questioning pupils to ensure that they had fully understood the text being studied. Teachers generally use paired work to ensure all pupils think about the important ideas.
- Most teachers avoid giving long introductions to lessons so pupils can quickly focus on work that is matched to their abilities. Many teachers use well-timed pauses in lessons to inject pace and to clarify the learning aims using examples from pupils' work.
- Pupils make especially good progress in mathematics lessons because teachers always include opportunities for pupils to use and apply their learning in relevant and often very interesting contexts.
- Pupils generally receive useful feedback and particularly appreciate that time is given so they can respond to this. Occasionally, this feedback does not relate sufficiently well to pupils' individual targets.
- A small minority of teaching requires improvement because introductions are too long and too much time is devoted to work that is at the same level and does not challenge the full ability range. More generally, pupils have limited opportunity to assess their own and each other's work using robust criteria. At times, opportunities are missed to encourage pupils to choose more challenging work.
- The Early Years Foundation Stage generally provides a high quality environment. Although staff have worked very hard to improve the outdoor area used by Reception children, its effectiveness is reduced because it lacks a covered area.
- Disabled pupils and those who have special educational needs benefit most from the additional activities designed to boost the attainment of pupils that are attaining less well. For instance, weaker readers are given additional support in the form of age-appropriate resources that they enjoy and older pupils helping younger ones with their reading.
- Pupils' spiritual, moral, social and cultural development is promoted well through interesting assemblies and because of how well subjects are taught together. Links are constantly made to real-life examples to enhance learning. For instance, a very good discussion arose in a mathematics lesson where pupils had to think about the criteria used to judge the severity of a volcanic eruption. The pupils' different backgrounds are celebrated. For instance, assemblies have focused on the many languages spoken in the school.

The behaviour and safety of pupils are good

- Behaviour in lessons is almost always good, largely because pupils are enjoying their learning.
- The school manages effectively the behaviour of a few pupils who do not always respond to the high expectations of staff. This includes the very occasional use of time outside of lessons.
- Pupils report that bullying is rare, and any incident that does occur is dealt with quickly. As a consequence, pupils feel safe in the school. Pupils have a good awareness of all forms of bullying, and know what to do if they have any concerns. Pupils are particularly knowledgeable about all aspects of cyber bullying.
- Behaviour is well managed in lessons and generally around the school. However at lunchtimes, pupils understandably felt that it was a little unjust that all pupils are sometimes punished for the actions of a few.
- Attendance is consistently at the national average. The attendance of different groups is also close to the national average. The school communicates well a clear message about the importance of regular attendance. There has been a steady reduction in the numbers of pupils who are persistently absent.
- Children in the Nursery have quickly developed the social skills required so they can work well with others.
- Pupils enjoy lessons because teachers work hard to interest them in their learning. Other than in the Early Years Foundation Stage, pupils do not have enough opportunities to learn independently.

The leadership and management are good

- Leaders demonstrate considerable capacity to improve. The executive headteacher and headteacher have ensured a rapid rate of improvement in a very short time. Pupils' achievement and behaviour have improved largely because teaching has been transformed.
- The local authority was instrumental in organising the federation and has provided a variety of support that has contributed to the rapid improvements in governance and special needs provision.
- Senior leaders have raised the morale of staff through making the school a place where both staff and pupils enjoy learning. Targeted training has been provided to ensure all staff are effective in their roles.
- The executive headteacher has contributed significantly to the effectiveness of governance through involving the governing body in very open debate about the important issues confronting the school.
- Leaders, including the governing body, are very clear about the remaining weaknesses that need to be addressed. The school development plan includes all the key issues identified in this report and clearly identifies the steps that need to be taken in order to make the school outstanding.
- Senior leaders are aware that further improvement hinges on middle leaders playing a fuller role. Middle leaders are largely aware of weaknesses to be overcome to further improve teaching, although some lack confidence in evaluating the effectiveness of lessons. The good relationships between staff are ensuring some sharing of good practice, but leaders recognise that a more systematic approach is needed to ensure teaching becomes outstanding.
- There are clear and convincing arrangements to manage the performance of all staff. Demanding but achievable targets are being set for teachers to improve their performance. All staff, including the headteacher, have targets linked to the priorities that have been identified.
- Parents appreciate the regular, accurate information they receive about how well their children are progressing and the ease with which they can communicate with the school. During the inspection, parents were understandably delighted with the opportunities they had to review the progress of children in the Nursery.
- There are major strengths in the way subjects and topics are taught. Pupils are able to clearly see the links between different subjects. Different subjects are being used effectively to promote pupils' literacy and mathematical skills. Information and communication technology is used well to enhance learning. For instance, the quality of learning reviews in Reception is enhanced by the ability to quickly and efficiently replay videos of learning that took place earlier that day.
- The school is taking highly appropriate steps to ensure it uses its pupil premium funding more effectively. All staff are held to account for the progress these pupils make. Pupils have benefited from additional teaching assistant support for reading and participation in an after school computer club. The school's learning mentor is also working closely with these pupils and their parents.

■ **The governance of the school**

- Governors have ensured the school has access to high-quality expertise through the federation. Governors have an accurate understanding of the weaknesses in teaching and how this has affected pupils' attainment and progress in the past. This is because they have an effective level of knowledge about school data. All governors undertake extensive training to ensure they have a detailed knowledge of the information related to the school's performance.
- Governors have made highly appropriate arrangements for the use of pupil premium funding. They are very well informed about how the money is used and are very effectively holding leaders to account for ensuring that pupils for whom this money is intended, make

better progress. Governors have a strong awareness of how teachers' performance is managed to improve their practice. They ensure that only effective teaching is rewarded by pay and promotion, and know and support how senior leaders are tackling any remaining underperformance in teaching.

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	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. 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.

School details

Unique reference number	103668
Local authority	Coventry
Inspection number	410216

This inspection of the school was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Lois Whitehouse
Headteacher	Kim Docking (executive headteacher)
Date of previous school inspection	14 July 2011
Telephone number	024 7645 1720
Fax number	024 7644 0369
Email address	kdocking@cliffordbridge.coventry.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

