

Inspection of Cleeve Prior CofE (Controlled) Primary School

Main Street, Cleeve Prior, Evesham, Worcestershire WR11 8LG

Inspection dates:

8 and 9 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Cleeve Prior Primary is a small, friendly school, where staff and pupils are 'learning and growing together'. The leaders are determined to continue to build on the rapid improvements since the last inspection.

Leaders have recently rewritten the curriculum. It is ambitious for all including pupils with special educational needs and/or disabilities (SEND). The new curriculum is now helping pupils to remember knowledge over time more successfully. However, pupils have some gaps in their knowledge from previous learning.

Staff know pupils' individual needs well. Leaders have ensured that relationships between adults and pupils are respectful and positive. Pupils care for each other. This has created a sense of family. Pupils are happy at school and say they feel safe. Staff deal with the rare incidents of bullying effectively. Everybody understands and uses the behaviour policy. Pupils behave well and their pride in their school is evident. They say that the school is 'small but awesome'.

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

Leaders have designed the new curriculum to set out how knowledge and vocabulary develops in a step-by-step way. It has been designed to address the gaps in pupils' knowledge. In mathematics, for example, pupils build on and use their multiplication strategies effectively. In design and technology, pupils use words like rotate and spring to learn about mechanisms while creating moving scenes from a story about toys.

Teachers ensure that learning engages pupils and now helps them to remember key knowledge. In history, for example, pupils used what they learned about First World War soldier's equipment and uniform to understand what it was like to live in the trenches. In the well-equipped pre-school, children practise using language from story time in later role-play activities. Teachers check what pupils understand regularly. Pupils benefit from immediate feedback and know what they need to do to improve their work next time.

Leaders accurately identify the needs of pupils with SEND. These pupils benefit from extra resources and useful adaptations to the teaching approaches staff use. Consequently, pupils with SEND achieve well from their starting points. These pupils enjoy school and say that the support teachers give them helps them to learn more.

Leaders prioritise reading. Pre-school children start learning sounds before they start Reception. Staff ensure that pupils read books that match the sounds they know. Pupils who need extra help receive support to improve their reading. This helps pupils to learn to read with increasing fluency as they move through the school. Pupils appreciate the range of books they can choose from their regular visits to the library. Overall, the newly introduced phonics scheme is working well, but there are

some inconsistencies in how staff deliver it. This means that some pupils do not become confident readers as quickly as they should.

Pupils benefit from carefully chosen personal development experiences. They can take on leadership roles around the school. For example, they can be part of the eco-committee or 'the worship crew', who help staff to deliver assemblies. Even the youngest pupils take on responsibilities, taking their turn as line leader, for example. These opportunities develop pupils' confidence. Leaders plan trips and visits to help pupils learn about the world. Pupils visit London, take part in bell boating, and visit historic monuments. There is a range of clubs on offer such as dance club, eco-club and choir.

Pupils learn how to have 'happy minds'. They talk knowledgeably about how their brain controls their emotions. Leaders encourage pupils to become more resilient. Leaders have employed a counsellor to support some pupils' well-being. Pupils say the focus on 'happy minds' has helped them and has contributed to the calm environment in school.

Pupils learn about values. For example, they learned about forgiveness and hope during a Remembrance Day assembly. However, pupils do not have enough meaningful opportunities to learn about other faiths and cultures. Pupils' knowledge of fundamental British values is limited to democracy. They are not as well prepared for life in modern Britain as they might be.

Parents and carers are overwhelmingly positive about the school. They appreciate the caring environment and approachable staff. Parents value the effective communication they receive. Staff enjoy working here. They feel supported by leaders and are proud to be part of this school.

Safeguarding

The arrangements for safeguarding are effective.

Staff know their pupils and families very well. The staff's in-depth knowledge of pupils and the training they receive enables them to notice anything worrying. Staff know what to do if they have a concern and they record these promptly using school systems. Governors check on how well leaders maintain records. Leaders are persistent in following up concerns. Extra help is provided for pupils, including counselling when required. The required employment checks are completed on volunteers and new staff.

Pupils regularly learn about the risks they face online and in the wider world and how to manage them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have only recently implemented the new curriculum. Pupils' learning from an earlier curriculum is not secure and they have gaps in their knowledge in some subjects. Leaders should fully embed the new curriculum to address these gaps and to help pupils to remember the content they are taught.
- There is too much variability in the way phonics is taught. As a result, some pupils are not learning to read as well as they should. Leaders should ensure that all staff receive the training that they need to be able to deliver phonics well.
- Some pupils do not have a detailed knowledge of other faiths and cultures or fundamental British values. Therefore, pupils are not as well prepared for life in modern Britain as they might be. Leaders should ensure that the curriculum contains meaningful opportunities for pupils to learn about fundamental British values, diversity and difference.

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	116794
Local authority	Worcestershire
Inspection number	10240190
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	33
Appropriate authority	The governing body
Chair of governing body	Jonathan Marshall
Headteacher	Philip Croke
Website	https://cleevepriorprimaryschool.com/
Date of previous inspection	16 November 2021, under section 8 of the Education Act 2005

Information about this school

- The school is a smaller than average primary school.
- The school's last section 48 inspection was in 2016. The next section 48 inspection will take place within the prescribed period.
- The school does not make use of any alternative provision.
- The head of school is supported by an executive headteacher. Both were appointed in September 2021.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in the evaluation of the school.
- The inspectors held meetings with the executive headteacher, the head of school and the special educational needs coordinator. The lead inspector met representatives of the governing body and spoke with a representative from the local authority and the diocese.
- The inspectors carried out deep dives in reading, mathematics, history and design and technology. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The lead inspector met with the designated leader for safeguarding to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- The inspectors spoke with groups of staff and took account of views shared through the staff survey.
- During the inspection, the inspectors met with groups of pupils both formally and during less structured parts of the day.
- The inspectors looked at a range of documentation on the school's website.

Inspection team

Corinne Biddell, lead inspector

His Majesty's Inspector

Sara Arkle

Ofsted Inspector

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