

Clavering Primary School

School Profile

The information provided was correct at the time of publishing. Please be aware that details may have changed.



Clavering Primary School

Stortford Road, Clavering
Saffron Walden, Essex, CB11 4PE
Telephone: 01799 550300

<http://clavering.essex.sch.uk>

Children's Service Authority:	Essex
Age range:	5-11
Number of pupils:	154
Head teacher:	Miss Rosalind Allsop
Chair of governors:	Mr Julian Hall

What have been our successes this year?

Since September 2011 we have had a number of successes as well as maintaining some of the previous achievements. We now have a new Headteacher and a new Deputy Headteacher to add to the existing successful Senior Leadership Team.

We have our village Pre-school on site and the school has just opened a new build consisting of new offices and a library.

We have been able to continue with our Forest School Project using 'Snail Wood'. We also continue to support other schools sharing our experience and knowledge of this area. Reception and Year One visit the wood on a regular basis throughout the year and this opportunity is also open up to other year groups periodically.

We have just been awarded a certificate for our 5/5 hygiene rating in the school kitchen. We have increased the 'sport' type after school clubs via the School Sports Partnership and parental volunteers. As a result we are developing a list of successes in events such as Football, Hockey and Tag Rugby competing against local schools.

We had our third Ofsted in November 2007, (previous Ofsteds were in 1999 and 2004) where we were moved from the category 'good and effective' school to 'outstanding' school, gaining outstanding in 25 of the 27 areas.

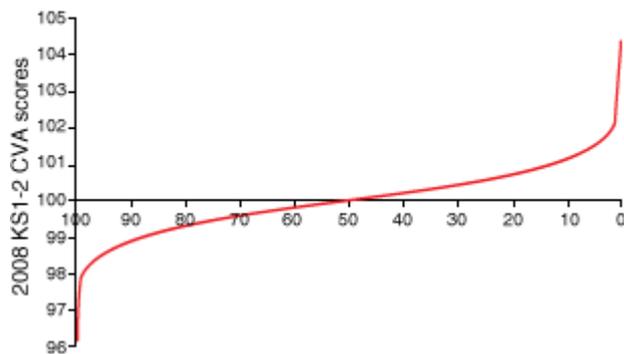
What are we trying to improve?

To continue the development of self evaluation procedures, to ensure that they are fully embedded into all aspects of the school's work. To continue to raise standards in writing (English). To develop and embed Assessment for Learning throughout the school. This will be achieved through Staff Meetings and a partnership with another outstanding school using the Lesson Study Model. To further develop the skills

based curriculum encompassing excellence and enjoyment.

Agreed key priorities for improving pupil outcomes 10/11	
P1	To improve standards and achievement in writing particularly for the more able.
P2	a) Develop the use of assessment throughout the school – embed data collection and use to continue to raise standards and achievement in reading, writing and mathematics. b) Extend the use of Assessment for learning strategies so that pupils are able to engage in their own assessment and identification of next steps.

How much progress do pupils make between age 7 and 11?

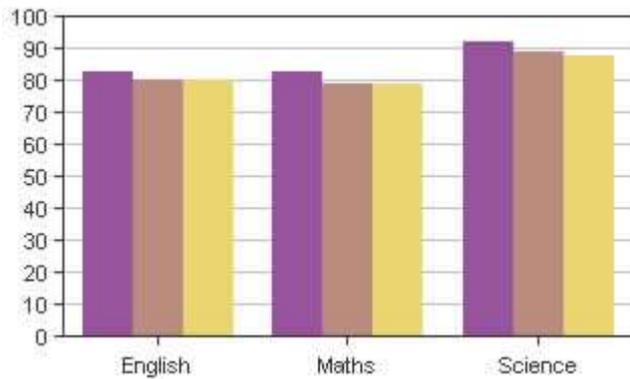


The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

● Our school

I Confidence interval

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2009. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)



Our school



Local schools (Local Authority)



All schools

How have our results changed over time?

There were 24 children in the 2009 cohort (each child equates to 4%). One child had a statement of special educational needs. The KS2 results reflect our trend over time where we have achieved above national results. In 2010 we have continued to maintain above average results in all areas.

How are we making sure that every child gets teaching to meet their individual needs?

We have a high child/adult ratio. The work within the school is differentiated, via intervention programmes and planned activities for ability/skills groups, SEN and higher ability groups. We have and are developing a whole school provision map that is linked to Pupil Progress Meetings that take place each term. Through these means we are able to closely monitor and evaluate the provision making sure it matches the needs of the pupils. There are individual education and behaviour plans for those children who need it. We have enrichment days for more able children. We have targets and next step marking, with a range of activities and teaching styles. Parents show a keen interest in their children's learning and progress. The termly IEP review meetings are always well attended as are the parent consultation evenings and 'tray afternoons'. We have a part time Inclusion Manager within the school.

How are we working with parents and the community?

The village pre-school is now on site which enables us to work closely with them and plan transitional activities. We have gifted and talented days with local cluster schools as well as a cross-schools Maths Club. Our children take part in the Spirit of Christmas Annual Concert. They attend the British Legion Remembrance Day Service. They have annual displays at the Clavering and Berden Fetes and attend fundraising discos supported by the Parish Council. The children compete in the small schools football league and in interschool netball and hockey matches. The

children have designed a T shirt for the local fun run event and named the new houses in the village.

Parents are invited into school for Parents Evenings and Tray Days once a term. They receive a written report at the end of the academic year, fortnightly newsletter and a Parent Forum is about to commence (Spring Term 2011). We have recently sent out a questionnaire to parents to ascertain their views of our school.

We have a very wide selection of after school clubs ranging from art, gardening, mini bridge and normal sporting selections.

What have pupils told us about the school, and what have we done as a result?

Each class has a Class Council and they send two representatives to the School Council. They meet regularly and their input into school improvement is valued. During our accreditation for the Healthy Schools Award they were very much involved in the menu planning for the school meals. They have introduced Playleaders, they have bid for play equipment, they have initiated a healthy tuck shop and they have designed the 'tyre play' system. Part of the schools' ethos is to have pupil voice and the children are all confident to speak about their issues. Questionnaires are distributed amongst all the school stakeholders so that all members including the pupils are part of the school self evaluation process. Each year the Curriculum and Communications Committee perform exit interviews with the year 6 pupils. Their valuable feedback also helps to inform School Development Planning.

How do we make sure our pupils are healthy, safe and well-supported?

We have a 'No Blame Approach' to bullying. There are worry and sorry boxes in each classroom, and children are observed by teaching support staff and peers. The year 6 pupils are Playleaders at lunchtime. They teach games and support the Midday Assistants. There are discussions with pupils through circle time activities, class and school councils. We have adopted a healthy school meal with hot and cold options, where we source the food from local and organic suppliers. The school council has set up a healthy tuck shop with a free fruit scheme. We have achieved the National Healthy Schools Award and a 5/5 score for the Hygiene Accreditation in our school kitchen.

'Clavering Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment'

What activities and options are available to pupils?

The school is very much committed to outdoor learning, and as a result of this runs Forest School for our reception and year 1 children on a fortnightly basis, benefitting from being able to use a local woodland that has been donated by a parishioner for that purpose. This is now being extended to other year groups periodically.

In year 5 and 6 the children are given the opportunity to take part in an extended school journey. In year 5 it is a Shakespearean experience with a two day drama workshop at a residential centre at Audley End, near Saffron Walden. The year 6 have a week's residential stay in North Norfolk where a variety of outdoor

activities are offered. The trip also includes a boat trip to see the Seals at Blakeney. The school offers a full programme of after school clubs, the children have full access to their PE entitlement, they can all learn a musical instrument in key stage 2 and all learn a modern foreign language. The curriculum is wide and varied and suits the needs of every learner.

We have a library club. We have story time every lunchtime when the older children read to the younger pupils. Library monitors and parent helpers open the library every lunchtime.

What do our pupils do after leaving this school?

Most Children go on to Newport Free Grammar School, with a few going to Saffron Walden County High School. Verbal reports from the feeder secondary schools are encouraging saying that all our children experience a smooth transition and are happy, confident and have an enjoyment for learning.

Ofsted's view of our school

This is an outstanding school. It deserves its excellent reputation in the community. It is appreciated both for its work with its own pupils and for the excellence of its outreach services. Parents credit the school with helping their children to improve. They say that their sons and daughters enjoy going to school and that they achieve much more than they expected. Almost from the outset, students make rapid progress and achieve exceptionally well. From very low starting points they reach standards that are broadly average by the time they leave. Students achieve so well because teaching and learning are outstanding. Teachers motivate students very well offering them work that captures and sustains their interest. As a result, students develop excellent attitudes towards learning. The curriculum is excellent because it fully provides for students' interests and needs. Rich and imaginative learning opportunities encourage students to develop their literacy, numeracy and personal skills. This helps to prepare them for the future exceptionally well.

Students receive outstanding care, guidance and support. All are treated as individuals and the praise and reward they are given for their achievements make an excellent contribution to their self-esteem. The school values its students thoroughly and provides each with exceptional opportunities to succeed. It regularly reviews its policies to ensure that students are kept safe and healthy. Personal development is exceptional. Students quickly develop into well mannered, mature, thoughtful, young citizens. They have a very good understanding of healthy living. Their behaviour is excellent. Students make an exceptional contribution to their community through the school council and their suggestions have led to many school improvements. Attendance is good because the vast majority of students have greatly improved their attendance since joining the school.

Outstanding leadership and management underpin students' excellent progress and their developing sense of well-being. The headteacher's clear vision, drive and determination have ensured unity of purpose across the school. Governors have a firm grasp of educational priorities and hold the school to account particularly well on matters such as spending and staff performance. Safeguarding procedures meet current requirements. The school monitors its performance thoroughly. The individual standards attained by pupils and the progress that they make are accurately recorded. However, information summarizing achievement and standards overall is not presented as clearly as it should be. This makes it difficult to analyse trends in performance so that comparative weaknesses in students' achievements can be speedily recognised and dealt with. The school has fully addressed the issues raised at the last inspection. Its capacity for further improvement and the value for money it provides are exceptional.

Date of last inspection: **11-Jun-2008**

Ofsted graded our school as Outstanding

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Clavering Primary School](#)

What have we done in response to Ofsted?

" Streamline the use of assessment information to analyse the performance of the school and to contribute to the identification and evaluation of areas for further improvement."

There was one issue raised from the Ofsted Report, which was to ensure that all teacher assessments were shared with all members of the teaching staff, so that the monitoring of the progress of pupil targets could take place by subject leaders. This has been addressed.

In March 2011 the school received notification from OFSTED stating that, after an interim assessment against key criteria, performance has been sustained.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone: 01799 550300

Our website: <http://clavering.essex.sch.uk>