

# Inspection of Claverdon Primary School

Breach Lane, Claverdon, Warwick, Warwickshire CV35 8QA

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Inspection dates: 16 and 17 July 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils are extremely proud of their school, and rightly so. They strive to be 'exceptional' in all they do. Pupils are articulate, courteous and routinely kind and caring. The school's four values of being respectful, responsible, resilient and recognising success are evident in all they do and say.

Pupils demonstrate extremely positive attitudes to learning. The school is calm and ensures that all pupils learn to the very best of their ability. Pupils understand that the school has high expectations on how they should behave. They rise to these impressively. Older pupils are excellent role models to the younger pupils and support them through the 'buddy' system. This helps all pupils feel safe in school. They say; 'We are one big family.'

The school is highly ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils also have high ambitions for themselves. These are realised extremely well, with pupils achieving to a very high standard.

The school takes its role in developing the whole child seriously and do it exceptionally well. Pupils learn very quickly that they can change the world but to change it they must first understand it, and they do. They take a keen interest in the lives of others.

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

The school has developed a curriculum that is interesting and engaging. Learning builds on what pupils have learned before in a highly sophisticated way, starting in the early years. Pupils talk about what they have learned with confidence and enthusiasm. They are highly interested in learning because lessons are engaging. The school ensures all staff are highly skilled to enable them to deliver these to the highest standard. Any adaptations made to support pupils with SEND are effective so they can learn effectively alongside their peers.

The school threads moral and social education very well through all aspects of the curriculum. Pupils are encouraged to think deeply about the actions of historical and current day figures and how lessons can be learned from their actions. Pupils can do this with impressive maturity, even at a young age.

Pupils learn to read without delay. Phonics teaching supports all pupils to do so confidently. Pupils can apply their skills to decode unknown words with limited adult support. This leads to pupils becoming confident and capable readers. Pupils read widely for enjoyment, as well as enjoying books shared with them by staff. The books they choose are ambitious, both in terms of content and structure. They relish the opportunity to choose their favourite books from the beautifully refurbished library.

Children get off to an excellent start in the early years. Staff know children very well and adapt teaching to address their individual needs exceptionally well. They have high expectations for what children can do. Children show excellent levels of concentration and a determination to complete the interesting learning opportunities planned for them. They are encouraged to be creative thinkers and to respond well to challenges. They are very well prepared for key stage 1.

Behaviour is impeccable at all points of the day. Pupils understand the importance of following the school rules and strive to do so. They show a huge level of respect towards each other and towards staff.

Pupils' character development is at the heart of the school's work. The school adopts a range of approaches to ensure pupils are fully prepared for life in modern Britain. They teach pupils about religions, cultures and lifestyles that differ from their own. They understand, accept and celebrate difference. Every pupil has the chance to take on a junior leadership role during their time at school. This helps them to understand the power of their voice, how it can be used for good and to affect positive change. It is a praiseworthy aspect of the school's work and helps them develop into the respectful pupils that they are.

The school is very well led. Staff work together as a highly performing team. They feel very well supported and trained to provide the best education they can. Governors are committed, skilled and insightful. They have the same high ambitions as school leaders and support the school to maintain the high standard of education it provides. This, and the values the school embeds in the pupils so well, ensures pupils are exceptionally well prepared, when the time comes to leave the school they love to attend and where they truly flourish.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	125507
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10343890
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Steven Timberlake
<b>Headteacher</b>	Daniel Powell
<b>Website</b>	<a href="http://www.claverdonschool.org.uk">www.claverdonschool.org.uk</a>
<b>Dates of previous inspection</b>	27 and 28 June 2023, under section 8 of the Education Act 2005

## Information about this school

- This is a smaller than average primary school.
- The school has a before- and after-school club that is run by a registered provider.
- The school does not make use of any alternative provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and senior leaders.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at samples of pupils' work in a range of subjects, including writing, art and design and design and technology.
- The lead inspector spoke with four governors, including the chair of governors.
- An inspector spoke on the telephone with a representative from the local authority.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- To evaluate the effectiveness of safeguarding, the lead inspector reviewed the single central record, took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- Inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's and parents' views. No pupil surveys were returned.

## **Inspection team**

Keri Baylis, lead inspector

His Majesty's Inspector

Rachel Henrick

His Majesty's Inspector

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