

Inspection of Long Clawson Church of England Primary School

School Lane, Long Clawson, Melton Mowbray, Leicestershire LE14 4PB

Inspection dates:	4 and 5 February 2025
The quality of education	Good
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?

Long Clawson Church of England Primary School is much loved by pupils, staff and parents and carers. Pupils are enthusiastic about their learning. They look forward to the school's traditions, such as the annual ten-mile walk and the end-of-year performance. They enjoy the new playground equipment they have helped to design. Pupils know that the staff in school are there to help them. They feel happy and safe and say their teachers are 'amazing'. Parents unanimously appreciate the school's nurturing approach. One parent's comment, which is typical of many, was, 'The school is the beating heart of village life.'

The school is full of kindness while also holding high expectations for pupils' achievement. Pupils work hard and are well prepared for the next stage in their education. The school also has high aspirations for the personal attributes pupils will develop. During their time at the school, pupils learn the importance of being kind, honest and thankful. Older pupils are 'buddies' for younger pupils and watch out for them around the school. Pupils behave well in their work and their play.

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

The school has mapped out the curriculum with care, including how to meet the needs of pupils in mixed-age classes. Across all subjects, the important knowledge that pupils need to know and remember is clearly identified. Pupils gain an increasingly complex understanding over time. For example, in design and technology, key stage 1 pupils learn how to use 'slots', 'tabs' and 'L braces' to join materials together to make houses for the three little pigs. In key stage 2, pupils develop these key skills further to design and build 'shadufs' linked to their topic on ancient Egypt.

Teachers have secure subject knowledge. They give clear instructions and explanations in lessons. Learning is adapted to meet the different age ranges and needs. Pupils with special educational needs and/or disabilities (SEND) are identified quickly. Pupils with SEND learn successfully alongside their peers because they receive appropriate support. The school works closely with parents to ensure they understand how their child's needs are being met. Parents appreciate this open and honest dialogue with the school.

The school is highly ambitious that all pupils will become confident and fluent readers. Children in the Reception Year learn phonics right from the start. Staff deliver the phonics curriculum effectively. They check that pupils remember new sounds and provide pupils with extra help if they find this hard. While pupils continue to have reading lessons beyond phonics, it is not clear which skills pupils should develop and when. Nevertheless, pupils are enthusiastic readers. They enjoy the high-quality texts their teachers read to them and name a wide range of books and authors they would recommend to others.

Children in the early years have a great start to school life. They love to learn and engage enthusiastically in school. They benefit from well-thought-out activities. Indoors and outdoors, children have the chance to use their number and phonics knowledge, develop their fine motor skills, explore their interests and be curious about the world. For

example, children were fully immersed in an activity to build an airport. They made lights for the aeroplane and discussed how their flight had been 'delayed'.

The school's personal development offer is strong. Pupils benefit from a wide range of opportunities that prepare them well for life in modern Britain. They understand the importance of staying healthy. They learn to recognise their emotions. Pupils are in no doubt that respect must be shown to others. They understand why fundamental British values are important and give examples of how they help people to live together in society. One pupil said, 'They are a bit like our human rights.'

Governors are knowledgeable about the school. They have responded creatively to the challenges the school has faced and make intelligent decisions with the best interests of pupils in mind. For example, recent initiatives have provided greater opportunities for staff to develop their skills as subject leaders by working more closely with other schools.

Staff are rightly proud to work at the school. They are well supported, and their workload and well-being are given the consideration they deserve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While teachers ensure that pupils learn to read well, the school has not established an agreed approach to the teaching of reading beyond phonics. The school has not mapped out what pupils should learn, and in what order, to ensure that their reading skills improve over time. The school should ensure that the reading knowledge and skills pupils need to develop are clearly identified so that teachers can teach reading beyond phonics more effectively.

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

Unique reference number	120141
Local authority	Leicestershire
Inspection number	10347412
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	52
Appropriate authority	The governing body
Chair of governing body	Carole Brown
Headteacher	Karen Lambert (executive headteacher)
Website	www.longclawson.leics.sch.uk
Date of previous inspection	27 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school is in an interim formal collaboration with Stathern Primary School. The executive headteacher leads both schools.
- The school appointed an interim assistant headteacher in January 2025.
- This school is a voluntary controlled Church of England school in the Diocese of Leicester. The most recent section 48 inspection took place in March 2022.
- The school provides a before- and after-school club for pupils.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, interim assistant headteacher, senior teacher and other members of staff.
- The lead inspector met with four members of the governing body, including the chair of governors, and held telephone conversations with representatives of the diocese and local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and design and technology. For each deep dive, the 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 reviewed the curriculum in some other subjects. The lead inspector listened to pupils reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 spoke with parents at the school gate and took account of the responses to Ofsted's online questionnaire for parents, Ofsted Parent View. They considered responses to the staff online questionnaire.
- Inspectors observed pupils' behaviour in lessons and at social times. They also spoke with groups of pupils to gather their views about the school.

Inspection team

Caroline Poole, lead inspector

His Majesty's Inspector

Jay Virk

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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