

Claremont Primary and Nursery School

Inspection report

Unique Reference Number	122702
Local Authority	Nottingham
Inspection number	359290
Inspection dates	14–15 September 2010
Reporting inspector	Kenneth Thomas

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Mr Peter Linford
Headteacher	Mrs Elise Tiplady
Date of previous school inspection	8 April 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons and saw 14 teachers. Inspectors observed two assemblies, held discussions with staff, parents, carers, groups of pupils and the Chair and Vice-Chair of the Governing Body. They observed the breakfast club, looked at pupils' books and viewed a wide range of documentation including school policies, curriculum planning, self-evaluation information, improvement planning, safeguarding and welfare arrangements, and records of pupils' progress. Questionnaires returned by 47 parents and carers, 99 pupils and 20 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of pupils currently in Key Stage 2 to see whether teaching is promoting greater consistency
- the impact of attendance on pupils' progress and what the school does to help pupils who have been absent to catch up
- whether leaders and managers at all levels have a realistic view of the school's strengths and weaknesses and the capacity to drive improvement.

Information about the school

This is an above average sized primary school. The proportion of pupils known to be eligible for free school meals is above average. Pupils represent a wide range of minority ethnic groups, the largest, about one-third, being of Pakistani family background. About one-fifth of pupils are of White British heritage. The majority of pupils speak English as an additional language, a few of whom are in the early stages of learning English. The families of a very small number of pupils are seeking asylum in this country. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion with a statement of special educational needs is well below average. The school runs a breakfast club. It has gained a number of awards including Healthy Schools Gold status, Activemark and Investors in People accreditation. The school experiences difficulty in the recruitment and retention of teachers.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Claremont Primary School provides a satisfactory standard of education for its pupils. In this welcoming school, pupils feel safe and valued because staff provide good levels of care, support and guidance. As one pupil said, 'We feel safe because everybody looks after everybody.' Relationships throughout the school are good. The large majority of pupils are polite, have positive attitudes towards their learning and are keen to contribute to the school community and take on responsibilities. All of these features contribute to the positive school atmosphere.

The headteacher, with good support from her deputy, provides the school with clarity of purpose and direction. This is helping to overcome significant difficulties in staffing that have slowed progress since the last inspection. Staffing is now more stable, and the determination to accelerate pupils' current satisfactory achievement is shared by staff and the governing body. New appointments have strengthened the senior leadership team and expectations across the school are being raised. Because senior leaders accurately monitor and evaluate the work of the school, self-evaluation is accurate and priorities are well focused on the right areas for improvement. However, the roles of the governing body and other leaders and managers in this are underdeveloped. Nevertheless, taken together, all the above demonstrate the school has satisfactory capacity for sustained improvement.

Children in the Early Years Foundation Stage settle quickly into the day-to-day life of school and make a satisfactory start to their education. While significant improvements have been made to the indoor areas, the outdoor area has not yet been developed fully enough to enable children to learn as much as they can when outdoors. Children enter the Nursery with skills and abilities that are generally well below those typical for their age. Their progress, although satisfactory overall, has been variable because of inconsistencies in teaching arising from frequent changes in staff.

Consistently good quality teaching in Year 6, together with excellent systems for setting appropriately challenging targets, tracking pupils' progress and boosting pupils' learning, have compensated for the weaknesses in the earlier years. These are the main reasons why standards at the end of Key Stage 2 are broadly average.

Teaching has improved and is now satisfactory overall, with no teaching that is inadequate. In the best lessons, clear learning objectives, activities that are well matched to pupils' needs and careful questioning to identify gaps in understanding and encourage pupils to express their ideas, lead to fast progress. This is particularly beneficial to the progress of pupils with English as an additional language. However, this good practice is not established well enough in every class in Years 1 to 5. The marking of pupils' work is inconsistent and does not always provide clear guidance on the next steps in pupils' learning. This is slowing the raising of attainment in writing which lags behind attainment in reading.

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The school has good partnerships with the local community, external agencies and local schools. Staff work hard to build and maintain positive relationships with parents and carers. They are provided with regular information about school events and the progress of their children. Despite the large amount of management time devoted to ensuring that pupils are in school regularly, attendance continues to be low. This is mainly because of family holidays taken during term time. The progress of these pupils is carefully monitored and additional support is provided help them catch up. Nevertheless, the school tracking information shows that despite these measures, the progress of these pupils is adversely affected. The school's promotion of community cohesion is good. It is based on a clear understanding of the school's own context. The way in which the school recognises and celebrates different cultural backgrounds enables pupils to value themselves as members of their own community, and as citizens of the United Kingdom.

What does the school need to do to improve further?

- Raise the quality of teaching and accelerate pupils' progress, by:
 - ensuring that lesson planning is clearly focused on pupils' learning and that learning tasks are appropriately challenging and promote independent learning
 - using questioning techniques that extend pupils' thinking and reasoning, and encourage them to express their ideas
 - ensuring that in the marking of pupils' work, spelling and grammatical errors are corrected and that they are given clear guidance on how to improve.
- Improve leadership and management, by:
 - developing the skills of leaders and managers so that they monitor and evaluate work in their areas of responsibility, and contribute fully to school improvement
 - ensuring that members of the governing body have the skills needed to fulfil their roles in holding the school to account.
- Improve the outdoor learning environment in the Early Years Foundation Stage to support the development of children's skills across all areas of learning.
- Remind parents and carers taking family holidays in term time of their legal responsibilities with regard to regular attendance.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

One of the features of all lessons is pupils' willingness to work hard and to do well. In the best lessons, teachers capitalise on this and pupils develop new skills quickly because they are provided with many opportunities to discuss their ideas or answers to questions with their 'talk partners'. This is particularly beneficial to the progress of pupils with English as an additional language, as seen when Year 6 pupils compared the difference between a biography and an autobiography with reference to the diary of Anne Frank. This picture is not consistent across all year groups and, consequently, progress is satisfactory rather than good. At times, progress slows because lessons do not engage pupils actively enough

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to stimulate their interest and imagination. Individual and small group support for pupils with special educational needs and/or disabilities ensures that their progress is comparable to their peers.

Pupils demonstrate a good awareness of how to avoid risks, whether on the internet or during their journeys to and from school. They understand that exercise and a balanced diet are vital to their healthy development. Pupils also demonstrate their understanding of how to stay healthy. The school council provides a useful forum for pupils' voices and pupils contribute well to the school and wider community in other ways, for example acting as monitors or raising money for worthwhile causes such as Pakistan Flood Relief. All four aspects of spiritual, moral, social and cultural development are at least good. They support the positive ethos felt in the school, allowing pupils to celebrate their own identity and to understand their roles as citizens of the United Kingdom. Pupils see respect as a key aspect of their development. They readily relate to those from different cultural and religious groups. Pupils leave the school adequately prepared for their future and with a developing understanding of the range of opportunities available to them in later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

In the most effective lessons, teachers use a variety of stimulating activities and make productive use of paired discussion. In these lessons, perceptive questioning is used to extend pupils' thinking, encourage the use of more varied vocabulary and to assess their

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understanding as lessons proceed. In the best lessons, good use is made of interactive whiteboards to reinforce learning and stimulate interest. These characteristics are not seen in all classrooms, particularly when methods and tasks are not well matched to the learning needs of all pupils or when there are missed opportunities to use new technology to stimulate learning. Sound use is made of assessment information to identify underperformance and to track pupils' progress towards their targets. Teaching assistants provide satisfactory support for pupils with special educational needs and/or disabilities and for those in the early stages of English language acquisition.

The curriculum provides pupils with a satisfactory range of learning experiences. Following a recent review, it is planned around topics that make more meaningful links between subjects, with appropriate attention to the teaching of literacy and numeracy. It is enhanced by a programme of visitors to the school and visits out of school, such as the Year 6 residential visit to Norfolk and the Year 5 visit to the National Space Centre. Pupils also benefit from a well-attended range of extra-curricular activities. The vast majority of parents and carers say that the school is very caring. This is borne out by inspection findings. Pupils are well looked after and say that the school is a safe and secure place. All adults are particularly sensitive to those pupils whose circumstances make them more vulnerable. Staff work hard to involve parents and carers in their children's learning. Strenuous efforts are made to promote regular attendance, with additional support provided for those returning after periods of absence.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides effective leadership and is prepared to take difficult decisions. She is successfully negotiating the school through a period in which staffing difficulties have slowed the full impact of the well-considered strategies for further improvement. Staffing difficulties have also impacted on school leadership, which has been considerably under strength. Because of recent new appointments, leadership is more widely shared. Although many are inexperienced in terms of leadership roles, all are keen to make a full contribution to the drive for improvement. While the school benefits from the support of an experienced Chair and Vice-Chair of the Governing Body, many members of the governing body are relatively new and not yet fully able to offer challenge and support in equal measure.

Arrangements for safeguarding the welfare of the pupils and for making sure that those working with them are properly vetted are good. Responsibilities are clear, so that the school provides a safe environment for all. The good procedures meet all statutory

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requirements and underpin the school's caring approach. The school is very mindful of the community it serves and promotes equality of opportunity satisfactorily. Appropriate measures are in place to tackle any form of discrimination. Pupils cross social, ethnic, religious and cultural boundaries very successfully, and their minds are opened to the range and diversity of culture in the United Kingdom and abroad.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When children start school in the nursery, their skills are generally well below those typical of children of their age, particularly in communication, language and literacy skills. Well-planned induction arrangements, and a welcoming approach to parents and carers, help children to settle quickly. While children make satisfactory progress overall, their progress in personal, social and emotional development is good. This is seen in increasingly good behaviour and attitudes to learning. Arrangements to promote children's health and safety are robust, and all welfare requirements are met, which ensures that children feel safe and are happy in school. Adults carefully observe and record children's achievements and use this information to plan activities tailored to children's varying needs and abilities. The newly appointed leader of the Early Years Foundation Stage provides a clear vision for future improvements. While the activities provided for children are a healthy mix of child-initiated and adult-led, the outdoor environment is identified as an area where there remains scope for further development to extend children's learning experiences.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The response to the inspection questionnaire was very small but the majority of parents and carers who did respond say their children enjoy school and they are confident that their children are kept safe. A significant proportion of parents raised concerns in the questionnaire responses. . Inspectors investigated these worries in some depth as part of the overall inspection. They found that the school attempts to involve parents and carers in their children's education in numerous ways and that the issues raised in the questionnaire are at variance with feedback from parents and carers attending open days and many other school events. Other concerns arise from discontinuity in teaching and learning because of difficulties in staffing that have been beyond the control of the school. Staffing is now more stable and the indications are that teaching and learning are more consistent across year groups.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Claremont Primary and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 330 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	43	25	53	2	4	0	0
The school keeps my child safe	17	36	28	60	2	4	0	0
My school informs me about my child's progress	16	34	21	45	8	17	1	2
My child is making enough progress at this school	11	23	20	43	12	26	2	4
The teaching is good at this school	13	29	27	60	3	7	1	2
The school helps me to support my child's learning	11	23	23	49	12	26	1	2
The school helps my child to have a healthy lifestyle	15	32	25	53	6	13	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	19	24	51	11	23	2	4
The school meets my child's particular needs	9	19	23	49	13	28	1	2
The school deals effectively with unacceptable behaviour	12	26	24	52	8	17	1	2
The school takes account of my suggestions and concerns	9	19	17	36	17	36	3	6
The school is led and managed effectively	9	19	20	43	15	32	2	4
Overall, I am happy with my child's experience at this school	11	24	22	48	11	24	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 September 2010

Dear Pupils

Inspection of Claremont Primary and Nursery School, Nottingham, NG5 1BH

Thank you for the help you gave us with the recent inspection of your school and for the friendly way you received us.

You receive a satisfactory education. You make satisfactory progress and reach average standards at the end of Year 6. You could reach even higher standards and we have asked your teachers to make sure that you are really challenged and given more opportunities to share ideas. This would be helped if all pupils attended school regularly and we have asked that all concerned are reminded of their responsibilities with regard to regular attendance.

Most of you enjoy school, listen carefully to what your teachers have to say and are willing to work hard in your lessons. You understand the importance of being healthy. Most of you eat sensibly and take part in physical activities regularly. You learn to work and play well together and to help each other. Your teachers also spend a lot of time marking your work; we have asked them to identify any spelling or grammatical errors and to give you clear guidance on what you have to do to take the next steps in learning. You can help yourselves to make more progress by making sure that you try hard to follow the advice you are given.

Adults at school look after you well, so that you are safe and happy. Your headteacher, all the other staff and the governing body are determined to make things even better. To help this, we have asked that teachers with leadership responsibilities and the governing body are more closely involved in checking the work of the school and how well you are doing. We have also asked that the outdoor learning area is developed to increase opportunities for children in the Nursery and Reception classes. We think that everyone at Claremont Primary School can work together to do these things and that you will want to play your part by working hard.

Yours sincerely

Dr Kenneth Thomas

Lead inspector

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