

# Clarendon Primary School

## Inspection report

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<b>Unique Reference Number</b>	105153
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	355713
<b>Inspection dates</b>	12–13 May 2011
<b>Reporting inspector</b>	Melvyn Hemmings

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	421
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Connor
<b>Headteacher</b>	Miss Naomi Richardson
<b>Date of previous school inspection</b>	3 April 2008
<b>School address</b>	Clarendon Street Bolton Lancashire BL3 6SF
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## Introduction

This inspection was carried out by four additional inspectors who visited 21 lessons. The inspectors observed 16 teachers and held discussions with members of the governing body, staff, groups of pupils and the School Improvement Partner. They observed the school's work, and looked at school policies, records of meetings of the governing body, assessment information and curriculum planning. In addition, 230 responses to parents' and carers' questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively the school is working to raise attainment in mathematics, especially for girls
- Whether pupils are presented with enough opportunities to develop independent learning skills
- The extent to which marking and target setting have been improved, so that pupils are clear about their next steps in learning
- The impact of changes made over the last year to better meet the needs of children in the Early Years Foundation Stage.

## Information about the school

Clarendon is much larger than the average primary school. The proportion of pupils known to be eligible for free school meals is above average. Most pupils are from minority ethnic heritages and a majority are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is broadly average. The school has gained the Activemark award and is also an accredited Healthy School.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Clarendon is a good school. It has several outstanding features, including the promotion of community cohesion, safeguarding procedures and pupils' spiritual, moral, social and cultural development. The headteacher, ably supported by the deputy headteacher, provides clear educational direction and a vision for development that is shared by all involved with the school. The role of the governing body has been improved since the last inspection and it is now fully involved in monitoring and evaluating the school's performance. Self-evaluation is accurate and gives a clear picture of strengths and weaknesses. Leaders use this information effectively to prioritise areas for improvement. This is exemplified in the emphasis given over the last year to raising attainment in mathematics, especially for girls. As a result, standards are beginning to rise and the gap between the performance of boys and girls is narrowing. The way that leaders have consolidated and built upon good performance at the last inspection shows there is good capacity to take the school forward.

Children in the Early Years Foundation Stage make good progress and achieve well. This good progress is maintained throughout the rest of the school. Consequently, by the end of Year 6, pupils' attainment in English and mathematics is broadly average. A weaker aspect of pupils' performance in English is their ability to construct sentences using accurate grammar, punctuation and spelling. In mathematics, pupils do not show sufficient expertise in applying their calculation skills to solve number problems in real-life contexts. Pupils with special educational needs and/or disabilities and those at an early stage of learning English make the same progress as that of other pupils because of the well-targeted extra support they receive.

Pupils' exemplary behaviour and their high attendance contribute strongly to the progress they make. They are very polite and show much consideration for others. Pupils have an outstanding understanding of what constitutes an unsafe situation and say they feel very safe and secure in school. Teaching has many strengths and there are examples of outstanding practice. Opportunities for pupils to show their initiative have been increased since the last inspection. Nevertheless, there are occasions when lessons are too teacher-directed and this limits pupils' development as independent learners. The curriculum is enhanced by a wide range of enrichment activities. There are limited opportunities for children in the Nursery and Reception classes to play and work together as a means of extending their personal and social development. All staff are committed to the care and well-being of pupils.

## What does the school need to do to improve further?

- Raise attainment in English and mathematics by:

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- improving pupils' skills in writing accurately-constructed sentences and their ability to solve number problems in real-life contexts
- providing further opportunities for pupils to find things out for themselves.
- Develop the Early Years Foundation Stage further by providing more opportunities for Nursery and Reception children to work and play together.

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

**2**

Pupils' progress from their skill levels on entering school, which are generally low, is good. They show enthusiasm in their learning and are keen to do well. Pupils enjoy working together in pairs and small groups to complete tasks. This was evident in a science lesson for pupils in Year 5, in which they were investigating the features and functions of the different parts of a flower. Pupils have satisfactory reading skills and talk with interest about their favourite authors. They enjoy writing but lack accuracy in constructing sentences correctly. Pupils' mathematical calculation skills are secure but they lack sufficient proficiency in using these to solve number problems in different contexts. They use information and communication technology (ICT) well to support their learning, such as by using the internet to research information. A very large majority of pupils make at least good progress and some make outstanding progress. There is no significant difference between the achievement or the learning of different groups.

Pupils make a good contribution to school life by taking on responsibilities, such as being a member of the school council. In the wider community, they raise money for charity and take part in local events. Pupils have an excellent understanding of the similarities and differences between their own and others' cultures. This is enhanced by links with schools in Bolton and Manchester that have pupils from ethnic and social backgrounds different from their own. Pupils are adopting a healthy lifestyle well. They talk knowledgeably about the need to have a healthy diet and take regular exercise. Pupils' high attendance and the way they are making good progress in gaining basic skills means they are prepared well for the next stage of education and their future lives.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Teaching is consistently good or better and, as a result, pupils are motivated and engaged. Marking and target setting have been improved so that pupils are clear about the steps they need to take to improve. Teachers have high expectations of pupils' performance and manage lessons well to maximise time for learning. Opportunities for pupils to show initiative have been increased but teachers do not always provide sufficient challenge for them to explore ideas for themselves. Teaching assistants are deployed effectively to support pupils, especially those with special educational needs and/or disabilities and those at an early stage of learning English.

The curriculum is planned well to build systematically upon pupils' prior learning. Links between subjects are good and enable pupils to use skills developed in one subject to support learning in others. Extra-curricular activities, which are well-attended and include sports, dance and ICT clubs, enrich the curriculum. Visits to places of educational interest, including the Eureka Museum in Halifax and the Octagon Theatre in Bolton, and opportunities to work with a variety of visitors, enhance pupils' skills and widen their horizons. Partnership with others, including the local high school, effectively extends their skills, such as in music, sport and drama. Opportunities for pupils to take part in practical mathematical problem-solving activities are limited. The gaining of the Activemark and Healthy School status shows the school's commitment to encouraging healthy lifestyles.

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Well-organised arrangements for the care of all pupils contribute to their good development and well-being and support their learning. Clearly-targeted support for pupils facing challenging personal circumstances plays an important role in fostering their learning and development. Established links with outside agencies ensure extra support for individual pupils is available, when required. The school has been successful in improving attendance since the last inspection and it is now high. Pupils who have medical needs are supported effectively to ensure their well-being.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leaders drive improvement successfully by inspiring those involved in school life to share a common sense of purpose in meeting ambitious targets for all pupils. As a result, morale is high among all staff. The governing body is supportive of the school and influential in guiding its direction. Governors are rigorous in ensuring that staff and pupils are safe. Leaders observe lessons regularly but, at times, their evaluations are too generous and do not give a fully accurate reflection of the quality of teaching and learning. The promotion of equality of opportunity is good. This is exemplified in the way leaders took action after identifying that girls' attainment in mathematics was lagging behind that of boys. As a result, the gap is narrowing. There is a comprehensive awareness of safeguarding issues among all governors and staff. Training for safeguarding is regular and of high quality, particularly in child protection.

Leaders promote community cohesion in an outstanding manner. Their actions have a very beneficial impact on cohesion within the school, the local community and beyond. Pupils are encouraged to consider their role as not only members of the school but also in the local, national and international community. Partnership activity is effective in developing learning opportunities that the school could not provide on its own. A good example of this is the establishment of links with local businesses to develop pupils' economic awareness. The school has positive relationships with parents and carers, who receive frequent information about their children's progress and achievement.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Changes implemented over the last year have improved the quality of teaching, made assessment procedures rigorous and strengthened leadership and management. As a result, children make good progress and achieve well within a caring and stimulating setting. Staff place strong emphasis on children making choices for themselves, which effectively promotes their development as independent learners. They provide stimulating activities that capture and maintain children's interest. This was evident when Nursery children were planting a variety of seeds and discussing what they needed to do to make sure they grew into healthy plants. Staff work well as a team and relationships at all levels are positive. Children's behaviour is outstanding and they show a great deal of enjoyment in their activities.

The curriculum is enriched by a variety of activities, such as the opportunity to visit an Indian restaurant as part of a topic on India. Bi-lingual teaching assistants provide good support for children at an early stage of learning English. Leaders drive improvement effectively by focusing staff on priority areas for development, such as strengthening children's mathematical calculation skills. There are limited opportunities for Nursery and Reception children to work and play together as a means of enhancing their personal and social development. Comprehensive policies and procedures ensure the welfare and safety of children. Relationships with parents and carers are positive and they are kept well informed about their children's progress



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of parents and carers returning completed questionnaires was above average. The very large majority were positive about the school's work and the efforts of all staff. Two comments were typical, 'My children and I are very happy with the school' and 'The staff are very warm and welcoming and always willing to help.' There was no significant trend of negative views. Inspection judgements endorse the positive views of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clarendon Primary 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 233 completed questionnaires by the end of the on-site inspection. In total, there are 421 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	134	58	94	40	3	1	1	0
The school keeps my child safe	134	58	98	42	0	0	1	0
My school informs me about my child's progress	106	45	122	52	4	2	1	0
My child is making enough progress at this school	98	42	120	52	12	5	1	0
The teaching is good at this school	112	48	115	49	4	2	1	0
The school helps me to support my child's learning	93	40	131	56	8	3	1	0
The school helps my child to have a healthy lifestyle	94	40	131	56	5	2	1	0
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)	90	39	131	56	3	1	2	1
The school meets my child's particular needs	90	39	133	57	6	3	1	0
The school deals effectively with unacceptable behaviour	101	43	120	52	6	3	2	1
The school takes account of my suggestions and concerns	98	42	119	51	10	4	2	1
The school is led and managed effectively	97	42	126	54	3	1	1	0
Overall, I am happy with my child's experience at this school	118	51	108	46	2	1	1	0

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



14 May 2011

Dear Pupils

**Inspection of Clarendon Primary School, Bolton, BL3 6SF**

Thank you for the friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that your school is good and that:

- you make good progress and, by the end of Year 6, attain average standards in English and mathematics
- your behaviour is exemplary and you have an excellent understanding of how to stay safe
- the curriculum is helpfully extended by visits to interesting places, such as museums and theatres
- the school helps you to be healthy and you learn a lot in lessons, as indicated in your questionnaires
- staff make sure you are very safe in school and on visits
- the headteacher, staff and governors are working hard to help you do better.

This is what we have asked your school to do now:

- raise attainment in English and mathematics, by improving your ability to construct sentences accurately and solve real-life number problems
- provide more opportunities for children in Nursery and Reception classes to work and play together.

All of you are a credit to your school and can help it to improve further by continuing to try your best in your activities.

Yours sincerely,

Melvyn Hemmings

Lead Inspector

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