

Clifton Primary School

Wroe Street, Clifton, Swinton, Manchester, Lancashire, M27 6PF

Inspection dates 19–20 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils across the school make good progress relative to their starting points and achieve well.
- Teaching is good. Lessons build very effectively on prior learning; this is a real strength of the school. Good relationships help and support pupils' learning.
- The individual learning and pastoral needs of pupils are well met. When pupils move to their new classes, arrangements are managed very well.
- Pupils consistently have good attitudes and behave well. Parents have a positive view of the behaviour at the school. The pupils feel valued and that they are listened to and their views are acted upon. Pupils feel safe.
- Attendance is average and has improved over time.
- The headteacher has a strong vision and high aspirations for the school. She is well supported by a governing body that provides effective support and challenge. The staff have high morale and are united in the drive for improvement. Leaders and managers, including governors, are effective in raising achievement and improving the quality of teaching. The school is improving.

It is not yet an outstanding school because

- Assessment of how well pupils develop their reading skills through the teaching of phonics (the linking of letters and sounds) in Key Stage 1 is not sufficiently rigorous and this slows progress, especially for lower-attaining pupils.
- Occasionally, teachers talk too long during the introduction to a lesson thus losing time for pupils to practise their skills.
- Occasionally, school leaders' evaluation of pupils' performance data is not sufficiently sharp and this impacts on the achievement of some younger pupils in reading.

Information about this inspection

- Inspectors observed 18 lessons, one of which was a joint observation with the headteacher. In addition, the inspection team made a number of short visits to lessons and small group sessions.
- Meetings were held with groups of pupils, school staff and the Chair of the Governing Body, and a telephone call took place between the local authority representative and the lead inspector.
- Inspectors took account of 23 responses to the on-line questionnaires (Parent View), 27 staff questionnaires and questionnaires and surveys carried out by the school.
- A range of documents were looked at, including the school’s data on pupils’ progress, planning and monitoring documentation, records relating to behaviour, attendance and safeguarding.

Inspection team

Jean Tarry, Lead inspector	Additional Inspector
Sheila O'Keeffe	Additional Inspector
Keith Bardon	Additional Inspector

Full report

Information about this school

- Clifton School is a larger than average size primary school, with a growing number of pupils on roll.
- Almost 31% of pupils are known to be eligible for the pupil premium; this proportion is above the national average.
- Approximately 10% of pupils are supported at school action and 4% of pupils are supported at school action plus or have statements of special educational needs; both percentages are below the national average
- Most pupils are from a White British background.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further improve the quality of teaching by:
 - strengthening the assessment of teaching of phonics, especially for pupils in Key Stage 1, so that those who find reading difficult make a more secure start
 - ensuring teachers always keep introductions to lessons concise to allow pupils maximum time for practising skills.
- Ensure the evaluation of performance data by school leaders is consistently sharp so that it impacts positively on all aspects of pupils' achievement.

Inspection judgements

The achievement of pupils **is good**

- Children start the Early Years Foundation Stage with skills that are below the expected levels. They make good progress during their time in this key stage. From the start, relationships between adults and children are conducive to good learning. Adults provide a warm, welcoming, caring environment that supports children to settle in very quickly. Children interact well as they acquire knowledge and begin to understand the world around them, for example, about the taste of bread from different cultures.
- Pupils' attainment at the end of Key Stage 1 is rising. However, the picture of improving achievement is not entirely consistent for all groups of pupils. Weaknesses in the assessment of phonics skills in reading for lower-attaining pupils in this key stage, holds back their achievement. The school has recognised this issue and is starting to address it.
- Attainment at the end of Key Stage 2 is broadly average and is on an upward trend. The findings of the inspection show that the school is maintaining a similar picture in that pupils make good progress during their time in this key stage. Raising attainment in writing has been a priority for the school and improvements are evident in this area.
- Pupils with special educational needs make good progress because the support they receive is well-targeted and support staff are well trained.
- The senior leadership team ensure that the pupil premium is used effectively to raise the achievement of pupils eligible for this funding. The progress of these pupils is good because work is well matched to their learning needs and outcomes are monitored closely. Staff have been employed to work specifically with these pupils and do so effectively. Funding has been used effectively to support their needs across the curriculum.
- Staff have worked hard to ensure reading is attractive to pupils and has a high profile with parents. There are regular opportunities for children to read and it is a high priority to involve parents with workshops and homework tasks. Most children enjoy their reading and enjoy a wide range of text.
- Work in pupils' books shows that most are making good progress due to good teaching over time.

The quality of teaching **is good**

- Teaching in the Early Years Foundation Stage encourages children to become active learners. Activities are generally well matched to their learning needs and the teaching of phonics is recognised as a priority.
- Across the school, teachers plan an interesting range of opportunities for pupils to learn, with due emphasis placed on extending and applying literacy skills. Evidence from written work in books shows that, as a result, a large majority of pupils develop good skills of reading and writing.
- Teachers have good subject knowledge and often give step-by-step instructions and check that pupils understand. They use an effective range of strategies to meet pupils' learning needs. The more able pupils are challenged to engage in higher order activities regularly, with teachers and support staff. Work with outside agencies is used well to enhance the provision for pupils with additional needs.
- Information and communication technology is used very well across the school to enhance the learning experience. Some outstanding practice was observed in this area as pupils were taught to design a multi-media page.
- A good tracking system and assessment is in place across the school. The assessment of reading is developing in the Early Years Foundation Stage and Key Stage 1 but it is not yet sufficiently sharp in evaluating the teaching of phonics.
- Teachers mark work regularly. The stars and a wish method supports pupils to identify what

they have done well and an aspect of their work that they could improve. Pupils say that they know how to improve their work and that their teachers are always helpful and supportive with their learning. Pupils find their passports to success work very helpful as it clearly shows them what they need to learn next in their writing.

The behaviour and safety of pupils are good

- Pupils behave well and show positive attitudes to learning. Teachers quickly establish positive relationships with their classes and put effective behaviour management strategies into place. As a result, pupils contribute their thoughts and ideas readily and listen to each other with only occasional interruptions.
- Pupils settle quickly to work and are eager to start tasks. They work well together. For example, in an information and communication technology lesson, pupils were challenged to use net books to understand that computer simulations allow users to explore options. They discussed ideas sensibly amongst themselves.
- Pupils listen respectfully to those willing to share their work with the class. They respond well when their teachers emphasise the importance of learning from each other.
- Occasionally they become restless if the class teacher takes too long explaining tasks during the introduction to a lesson. This also leaves a limited amount of time for pupils to practise what they have been taught or to complete practical tasks.
- Playtime is a pleasant social event and much enjoyed by pupils and staff. There is a positive ethos in the school. Pupils are aware of different forms of bullying.
- Pupils whose circumstances make them potentially vulnerable are extremely positive about the support they receive from school, both academically and personally. Pupils are particularly keen to explain how the school helps them overcome any difficulties. One pupil feels that theirs is, 'the best school in Salford' because we all, 'enjoy and achieve together'. 'We never give up.'
- Some pupils are members of a health and safety group which helps to develop social responsibility. The governors work with this group to gain pupils' views on safety across the school.
- Attendance is average and has improved over time. There is no issue with punctuality.
- Parents have a positive view of behaviour and safety at the school.

The leadership and management are good

- The headteacher provides strong, purposeful leadership and has very high aspirations for all the pupils and parents. She ensures staff are committed to the policies, strategies and ethos of the school. Her philosophy is to ensure all pupils really enjoy learning and achieve well
- Management of performance and the impact of continuing professional development are effective. For example, the teachers have received training in teaching the school's new reading and writing programme. This is enabling them to improve achievement in literacy, although school leaders recognise that assessment procedures relating to the teaching of phonics for younger, lower-attaining pupils are new.
- Although school leaders have a clear and accurate understanding of the school's strengths and areas for development and act firmly to secure these, occasionally their evaluation of the school data is not as sharp as it could be. This impacts on the achievement of some younger readers who are finding this skill difficult.
- Provision for pupils with special educational needs is very well organised and pupils' needs are regularly reviewed. Interventions and in-class provision are targeted very carefully.
- Pupils' spiritual, moral, social and cultural awareness is a strength of the school. This was evident in a very well chosen story during assembly time that was used to demonstrate strong moral and spiritual elements much enjoyed by pupils. The clear message, 'I am special and it is

good to be me.’ was promoted very effectively to impact extremely positively on self-confidence.

- Pupils are involved in a variety of fundraising activities, local, national and international. For example, supporting a child in Africa with whom they correspond. This is developing caring attitudes towards others. The children experience opportunities through the curriculum to understand and appreciate other religions and cultures. There are close links with the local church and this supports spiritual development.
- The curriculum provides an extensive range of visits and visitors to enhance pupils’ experiences, including concerts, visits to museums, sports events, religious festivals and social and residential trips.
- The local authority provides light touch support for this good school.

■ **The governance of the school:**

- governors are ambitious for the school and are extremely supportive of the headteacher and the new strategies introduced for pupils’ reading and writing. They question and challenge the headteacher and school leaders regularly. They are kept up to date with school initiatives through newsletters and detailed reports from school leaders. The link governors meet with the school council and canvass the opinion of parents through the distribution of questionnaires. The pupils’ views on safety are sought and acted upon as appropriate by the governing body.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105907
Local authority	Salford
Inspection number	402992

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	337
Appropriate authority	The governing body
Chair	Mrs Barbara Massey
Headteacher	Miss Catherine Green
Date of previous school inspection	30 April 2008
Telephone number	0161 9211845
Fax number	0161 9211844
Email address	catherine.green@salford.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

