

Claremont School

Henleaze Park, Bristol, BS9 4LR

Inspection dates 21–22 February 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Students make good progress. Achievement is improving very well. School leaders track progress accurately and have raised expectations for all students in the school.
- Behaviour in the school is outstanding. The safe and caring approach, and the high standards set for student welfare, ensure students enjoy the range of opportunities to learn about new and interesting things and to develop increasing independence.
- The quality of teaching is good. It is improving and, at times, is outstanding. The best of teaching makes use of a range of communication strategies, and teachers and learning support assistants work together extremely well to encourage students to learn successfully.
- The Early Years Foundation Stage is good and the lessons observed demonstrated some outstanding teaching.
- The sixth form is good. Students make good progress because of teaching that is matched well to the needs of individuals, particularly from the interventions from learning support assistants.
- The headteacher and leaders have had excellent impact in developing the school further over the last few years, clearly identifying and prioritising key issues. With the support from senior staff, teachers, learning support assistants, professional partners and support staff, the headteacher has led the school with a highly effective strategy to ensure teaching and students' achievement is strongly improving.

It is not yet an outstanding school because

- Teaching is not consistent enough and at times does not focus sharply enough on maximising outstanding progress for all students.
- Learning objectives do not always extend opportunities for students to make good and outstanding progress.

Information about this inspection

- Inspectors observed teaching and learning in 12 lessons. Some joint observations were undertaken with school leaders as well as a `learning walk' through the school.
- Meetings were held with the headteacher, senior staff and leaders, a number of teachers and support staff, a representative of the local authority and members of the governing body, including the Chair of the Governing Body.
- Inspectors looked at a wide range of documents, including policy documents, safeguarding arrangements, school evaluation and development plans. The school's students' progress tracking data were scrutinised and the governing body minutes considered.
- The 12 responses to the parents' online survey (Parent View) were considered.
- Staff views were considered through the responses to the 51 questionnaires completed at the time of the inspection.

Inspection team

Paul Scott, Lead inspector

Her Majesty's Inspector

Dr Julia Coop

Additional inspector

Full report

Information about this school

- Claremont School caters for students with mild learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), physical disabilities and Speech, Language and Communication issues. A number of students have complex health needs.
- The school is based on two sites: a primary site and a secondary site that is co-located with Redland Green Academy.
- All students have a statement of special educational needs.
- The proportion of students eligible for the pupil premium (additional government funding) is above average.
- The school provides training and outreach support for other schools in the area.
- The ethnic heritage of students is diverse.

What does the school need to do to improve further?

- Improve the impact of teaching by developing greater challenge to promote outstanding progress and develop targets that distinguish between good and outstanding progress.

Inspection judgements

The achievement of pupils is good

- Progress of students is good overall. Students are making good and increasingly effective progress in developing literacy, communication and numeracy skills. This is because of the care and range of opportunities students have to develop skills and understanding. Some students make outstanding progress because of sharply focused teaching and the skilled use of signing and other communication techniques by staff.
- Students' attainment on entry to the school, due to the range of learning difficulties they have, is below what would be expected for their age. The challenges students have in learning means that attainment remains below that expected but achievement is good overall and the school prepares students well for the next stage in life and learning.
- When learning objectives are not precise enough to support and promote learning, achievement on occasions requires improvement. There is a wide range of enabling technology, which is used very well to enhance progress and access to learning opportunities, but it is not totally reliable and this can inhibit learning at times.
- The school works extremely well with other partner schools, especially the collocated secondary academy. This relationship enhances the learning experiences of students from both schools. It promotes inclusion in an exemplary way and augments enjoyment, achievement and understanding of all students involved.
- The school supports students very well in settling into the school and also in supporting students to consider a range of destinations when they leave the school.
- The school has developed effective systems for tracking students' progress and is refining these to sharpen the targeting of good and outstanding progress. Leaders use the information well to set challenging targets and ensure accountability and a secure understanding of how effective the school is.
- There is a strong trend of rising achievement and leaders know what the next steps are to improve things further.
- There is some excellent use of signing and wider communication development in the school, including excellent use of technology to open up communication routes for students. When teachers and learning support assistants bring together a range of communication techniques, learning is strong. During an Early Years lesson, the teacher and learning support assistants worked patiently and enthusiastically to ensure students engaged and increasingly responded to the range of activities and stimuli. Signing, excellent verbal and tactile communication, and intonation of the teacher's voice all helped to engage students and develop enjoyment and understanding very effectively. The use of songs to cue transitions and music enhanced the whole experience.
- The personal development of all students is very strong and the school promotes equality very well. There is little difference in performance between groups in the school, including those eligible for the pupil premium. The social, moral, spiritual and cultural development is strong.

The quality of teaching is good

- The impact of teaching over time is good and is improving further as there is a clear drive and passion for improvement at all levels. Leaders are clear about the strengths and weaknesses, and have a strong track record of improving the quality of teaching, and supporting individual teachers and learning support assistants, to drive the refinement of teaching across the school.
- Teachers understand and are keen to make changes to increase the impact they have. There is inspiring teaching, but it is not yet consistent enough across the school. The assessment of learning in most classrooms is very well done. Learning support assistants work well with teachers in this, but time is not always used well by teachers and the lesson summaries at times

contribute little to learning.

- The relationships between staff and students are very positive and the range of partner professionals contributes well to the overall progress of students. School leaders are clear about the wider needs of students and there is a very effective dovetailing of medical, welfare and educational needs.
- Songs and music are used to very good effect to engage, stimulate and cue transitions between activities. The range of activities planned reflects the strong curriculum, but at times the opportunities planned are not always extended to promote outstanding progress.
- The teachers and learning support assistants have a very high level of understanding of the needs of all of the students and so can tailor the teaching very well to individuals. There is a wide range of technology that enhances communication and has a very positive impact on teaching.
- Staff are very active in looking at the range of technologies and adapting and matching it to the specific needs of students. Eye-tracking technology and speech and communication enhancing technology is used very well and is enabling students' access to a greater range of educational and social opportunities

The behaviour and safety of pupils are outstanding

- Students' behaviour is very positive. They settle quickly into the school and engage in the range of opportunities very well, enjoying learning and the increased independence that they develop.
- Students respond to the positive encouragement from staff. A real sense of achievement is prevalent throughout the school as the small steps made are recognised and celebrated, supporting the ethos of success and developing the social, moral, spiritual and cultural development of students well.
- A range of behaviour management strategies are used very well by staff. This ensures that classrooms are productive, engaging and safe places to be and little time is lost to disruptions from others.
- Students' relationships with staff are very positive and the range of care, medical and welfare needs of students are carried out very well in conjunction with the educational needs so that students feel confident and safe to try new things and make good progress.
- Students were polite and friendly, and show their consideration for others. Students are able to go to staff if they have a problem but there are very few issues between students. Students are also increasingly able to manage their own anxieties and take actions to reduce frustrations.
- Students enjoy school and attendance is good overall. There are a number of students that have specific medical needs and the school manages these very effectively, carefully considering each individual and adjusting the school times and curriculum to ensure that the impact of medical needs is minimised.

The leadership and management are outstanding

- The very strong headteacher and deputy headteacher have driven progress extremely well. There is also now a wider leadership group that is having a very positive impact on improving the school. The rate of progress is increasing as leaders at all levels are now much more accountable and are able to drive improvements directly.
- The leadership has brought about strong improvements in achievement as well as driving a focused and systematic development of teaching across the school. This has ensured assessment is strong and progress of students is still improving strongly.
- Leaders have evaluated the strengths and the key priorities for the school very well and continue to develop the school to ensure a sustained trend of improvement. There is no complacency in

the leadership but a desire to get even better so that students get an even better experience.

- The contribution of staff and the many partner agencies is valued by staff. Staff feel proud to work in the school and feel a part of a successful team, and so morale is rightly high and the passion for making sure students are well catered for is evident.
- The pupil premium is targeted well to support individuals and it contributes well to their good achievement.
- The local authority is supporting the school well in its development of leadership and has challenged the school to ensure its improvement agenda is on track. The time the school receives is limited but the impact of local authority support has been effective.
- **The governance of the school:**
 - The governing body is proactive in looking at how it can have greater impact and has increased the challenge and impact it is already having. Governors are committed and bring a wide range of skills to the school, and they are aware of how they want to improve even further. Governors use salary progression effectively to support school improvement and have ensured safeguarding arrangements meet requirements. The use of the pupil premium is monitored to ensure that eligible students make good progress and achieve as well as their peers.

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	109391
Local authority	Bristol City of
Inspection number	403088

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

Type of school	Special
School category	Community special
Age range of pupils	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	73
Of which, number on roll in sixth form	12
Appropriate authority	The governing body
Chair	Barry Trahar
Headteacher	Alison Ewins
Date of previous school inspection	May 2008
Telephone number	0117 3533622
Fax number	0117 3533623
Email address	claremontsp@bristol.gov.uk

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