

# Claypool Primary School

Salisbury Road, Horwich, Bolton, Lancashire, BL6 6LN

**Inspection dates** 19–20 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- This is a very caring and welcoming school where pupils and staff feel valued and appreciated.
- There are very supportive relationships and a positive climate for learning.
- Children make a good and sometimes outstanding start to school in the highly stimulating Early Years Foundation Stage.
- Pupils make good progress and achieve well across the school.
- Teaching is nearly always good and sometimes outstanding.
- Pupils are proud of their school and have positive attitudes to learning. Their behaviour in lessons, and when playing outside, is good and sometimes outstanding. They feel safe.
- The headteacher provides highly skilled leadership. Her high expectations, ambition and clear vision for making the school the best it can be are fully shared by senior leaders, staff and governors. This has led to many successful improvements since the last inspection. As a result, the quality of teaching and the achievement of pupils have improved and standards are rising.

### It is not yet an outstanding school because

- The quality of teaching is not always good enough to accelerate the progress of pupils, particularly the more-able. Feedback from teachers is not always as useful as it should be in helping pupils to improve their work.
- Pupils do not always have sufficient opportunities to apply their writing and mathematical skills when working in other subjects.
- Not all subject leaders are fully involved in improving the quality of teaching and the amount of progress pupils make.
- School leaders do not always make clear how planned changes will improve pupils' quality of learning and progress.

## Information about this inspection

- Inspectors observed teaching in all classes. They observed 15 lessons and parts of lessons taught by seven teachers. The inspection team also listened to pupils read from Years 2 and 6 and examined the quality of work in the books of pupils from across the school.
- The inspection team held meetings with school staff, members of the governing body and a representative from the local authority.
- The inspection team took into account the views of 50 parents who made their views known through the on-line questionnaire (Parent View) and the results of the school's own surveys of the views of parents. Inspectors also spoke with parents who requested a meeting.
- Seventeen members of staff also made their views known to the inspection team.
- The inspectors looked at a number of documents, including the school's self-evaluation, improvement plans, lesson observations, data on pupils' past and current progress, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

## Inspection team

Chris Maloney, Lead inspector

Additional Inspector

Sheila O'Keeffe

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average sized primary school.
- Most pupils are from a White British heritage with much lower than average numbers from other ethnic backgrounds and a few new to learning English.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for children in local authority care, for pupils known to be eligible for free school meals and for children from service families, is below the national average. In this school there are no looked after children or children from service families.
- The proportion of pupils whose learning needs are supported at the level known as school action is below average. The proportion of pupils at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school offers a breakfast club and after-school club which are run privately and subject to a separate inspection.
- There have been significant changes in the teaching staff since the last inspection.

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

- Increase the percentage of outstanding teaching and so improve achievement further, particularly the proportions reaching the higher levels in writing by:
  - ensuring all teachers consistently plan work suitable for the abilities of all pupils, particularly the more-able
  - ensuring that teachers consistently provide pupils with precise guidance through marking on how to improve their work and provide them with opportunities to act on the advice given
  - providing more opportunities for pupils to use their writing and mathematical skills for different purposes in other subjects.
- Further improve the impact of leadership and management on achievement by:
  - ensuring that the actions planned by school leaders to improve the quality of teaching and raise achievement always have outcomes that are clear and measurable
  - providing more opportunities for subject leaders to check on the quality of teaching and pupils' progress in their subjects so that they can use this information to take decisive action for improvement.

## Inspection judgements

### The achievement of pupils is good

- Improvements in teaching since the last inspection have ensured that progress is faster than in previous years and is now consistently good, although more-able pupils are not always making as much progress as they should in writing.
- Children start school with skills and understanding that are broadly typical for their age. However, an increasing number are starting with below expected levels of language and communication and personal development. They make good and sometimes outstanding progress so that their attainment when they join Year 1 is above the level expected.
- Attainment in Year 2 in 2012 was significantly above average overall in reading, writing and mathematics, representing good achievement. There is a rising trend in improvement in mathematics and especially in reading. Attainment in writing remained at average levels and similar to 2011. The proportion of pupils reaching the higher levels was better in reading than in writing or mathematics.
- Pupils continue to achieve well in Key Stage 2 from their starting points in Year 2. Attainment at the end of Year 6 rose in 2012, when pupils' attainment was significantly above average overall. Attainment in reading and writing was above average; it was particularly strong in mathematics.
- Pupils make good progress in reading because of good quality teaching and the school's continued emphasis on learning the links between letters and the sounds they make and developing a love of reading throughout school. This ensures pupils gain secure strategies for reading and spelling words. Pupils spoke confidently to inspectors about their favourite books and authors.
- Pupils have a good knowledge of their writing targets and this is helping them to improve their work. However, pupils do not have enough opportunities to practise and develop their writing skills for different purposes across the curriculum. This is hindering the progress they make.
- The regular teaching of basic skills and concepts in mathematics in practical ways is helping pupils become more confident and secure in estimating, measuring and using calculations. However, pupils are not given enough opportunities to apply and strengthen their mathematical skills in other subjects.
- The progress of disabled pupils and those who have special educational needs, particularly those on the autistic spectrum, is good. The progress of minority ethnic groups and those pupils who speak English as an additional language is similar to other pupils in school. Those at an early stage in learning English make good headway with language development and good progress across the full range of subjects.
- In 2012, the attainment of pupils known to be eligible for free school meals was approximately two school terms behind that of other pupils in the school in English and mathematics. However, their attainment was two terms better than that of free school meal pupils nationally in English and nearly three terms ahead in mathematics. There is now little difference between the attainment of those eligible and those not eligible for free school meals in school.

### The quality of teaching is good

- Teaching is mainly good and some is outstanding, although there is a very small amount that requires improvement.
- Teachers and support staff throughout school know their pupils very well and use this information to help them achieve well.
- When teaching is most effective, teachers use their good subject knowledge and assessment information to plan work that is set at the right level to challenge pupils of different abilities. In such lessons the pace of learning is brisk, expectations are high, and creative strategies are used

well to keep pupils active and fully interested. Teachers make full use of teaching assistants to help all pupils make rapid progress.

- When teaching is less successful, learning activities are sometimes too easy or too hard, especially for the more-able. Marking does not provide enough clear guidance on how pupils should improve their work. Pupils are not always given enough opportunities to respond to the advice they are given.
- Strong teaching in the Early Years Foundation Stage results in children making good progress. The indoor and outdoor learning environment is highly stimulating and supports creative learning opportunities very well. There is an excellent balance between activities that children choose for themselves and those led by adults.
- Pupils who are potentially vulnerable due to their circumstances, including those identified as having special educational needs and those who speak English as an additional language, are well supported. Skilled teaching assistants and small-group support are used well to help those pupils who are falling behind, particularly with their reading.
- In an outstanding Year 4 mathematics lesson, pupils really enjoyed working on practical real life problem solving where they had to use a budget of varying amounts to give a bedroom a makeover. Highly skilled teaching, outstanding levels of motivation and the use of a range of creative learning techniques ensured pupils made rapid progress.

### **The behaviour and safety of pupils** are good

- Pupils are polite, courteous and helpful. They enjoy learning and feel that adults look after them well. A typical pupil comment is, 'I love this school, everyone is happy and the teachers care about us.' Their pride in the school and love of learning is reflected in their above-average and improving attendance.
- Pupils say they feel safe in school and their parents agree. Pupils know how to stay safe, especially on the roads and by water and are taught the dangers that can be posed by strangers. Pupils gain an increasing confidence in how to stay safe when using the internet.
- The very positive relationships help to boost pupils' self-confidence and self-esteem. Pupils' good and sometimes outstanding behaviour and positive attitudes have contributed well to their improving progress.
- The behaviour of pupils is generally managed well by adults, who use praise and rewards skilfully. Scrutiny of behaviour records shows that there are few incidents of unacceptable behaviour. However, pupils' behaviour and attitudes to learning are not always consistently good, especially where teaching is less successful, when pupils can become restless and lose interest.
- Pupils particularly enjoy being playground leaders or peace pals. They have a real say in how the school is run and have made significant contributions through the school council in improving playground equipment and the school toilets. Members of the eco council are helping to make sure water is not wasted around school.
- Pupils have a good understanding of bullying and the different forms it may take, including cyber-bullying and bullying as a result of prejudice. Pupils are confident that bullying does not happen in school, but if it did they are sure that adults would deal with it effectively and fairly.

### **The leadership and management** are good

- The headteacher, ably assisted by her deputy, has had a significant impact on raising achievement and improving the quality of teaching since the last inspection. She has successfully inspired the whole school community to work closely together to improve all aspects of the school.

- Morale in the school is high. Staff feel valued and supported and this is reflected in the very positive responses to the staff questionnaire. Teachers are given good opportunities to share their practice and are becoming increasingly confident about what outstanding teaching looks like.
- Senior leaders have a good understanding about the strengths of the school and the areas for development. However, the improvement plans produced by the school are not always clear, and intended outcomes are not easily measurable in terms of the impact on pupils.
- Systems for checking the effectiveness of teachers' work are well developed and senior staff hold teachers rigorously to account for their performance.
- Subject leaders do not yet have enough opportunities to gather evidence for themselves on the quality of teaching and pupils' progress and use information to bring about improvements.
- The school provides equal opportunities for pupils of all backgrounds and abilities to be successful and ensures that discrimination of any kind is not tolerated. Rigorous checks are made on all staff and visitors to ensure pupils are kept safe.
- The curriculum is highly enriched with art, music, clubs, visits and visitors. It has been successfully adjusted to develop skills and links between subjects in creative and exciting ways. The curriculum promotes pupils' spiritual, moral, social and cultural development well.
- Excellent partnership working with Bolton Music Service ensures pupils learn to play musical instruments such as the harp in Year 4.
- The school receives good quality support from the local authority.
- Parents are highly supportive of the school and would recommend it to others.
- **The governance of the school:**
  - The governing body is well led and very effective in holding senior leaders to account by an appropriate balance of challenge and support. Governors know the school's strengths and areas where further improvements are necessary in teaching and pupils' progress. They make regular visits to school and receive good quality reports from senior leaders and the local authority to help them with their decision making. Governors have allocated pupil premium funding well and check that pupils who receive this support are making at least good progress. They rigorously hold teachers to account for the quality of their teaching and the progress pupils make so that there is a close link between staff performance and salary progression. They ensure that safeguarding arrangements meet requirements.

## 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

<b>Unique reference number</b>	105195
<b>Local authority</b>	Bolton
<b>Inspection number</b>	400765

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elaine Gilmore
<b>Headteacher</b>	Amanda Hulme
<b>Date of previous school inspection</b>	4 November 2009
<b>Telephone number</b>	01204 333426
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