

Claremont Community Primary School

Westminster Road, Blackpool, Lancashire, FY1 2QE

Inspection dates

26–27 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress in both key stages, especially in mathematics, is not fast enough to ensure that they achieve well over time.
- In some cases, lesson plans do not fully meet the needs of pupils, especially those who are of average and higher ability, particularly in mathematics. As a result, teaching requires improvement.
- Pupils have regular opportunities to practise writing across different subjects but opportunities to practise mathematics in different subjects are few.
- Modern technology is underused as a tool to improve learning.
- While teachers' marking and feedback are regular, the quality of these is not consistently good across different subjects and across the school.
- A few pupils attend too irregularly.
- Middle leaders have not yet made the best use of staff training to improve teaching and learning.

The school has the following strengths

- The headteacher provides good leadership. She has energised and brought the staff together as a team to improve their teaching and to strive to become a good school in the future.
- Pupils' progress in English is good. Pupils' standards in reading at the end of Year 6 are similar to those found nationally. Children in the Early Years Foundation Stage make good progress.
- The school provides good care for all pupils, particularly those with a range of learning difficulties. This is a happy and secure community. Pupils enjoy school; they behave well and feel safe.
- The governors provide a good level of challenge and support to the headteacher and they recognise that further improvements are needed.

Information about this inspection

- Inspectors observed teaching and learning in 21 lessons, of which three were joint observations with the headteacher, deputy headteacher and the Early Years Foundation Stage leader.
- Inspectors made a number of shorter visits to other lessons. Inspectors also listened to pupils read and scrutinised their work.
- Meetings were held with two groups of pupils. Inspectors held informal discussions with other pupils.
- Inspectors also held meetings with the Chair of the Governing Body, five other governors, senior leaders, parents and a representative from the local authority.
- Inspectors looked at documents relating to safeguarding, the performance management of staff, the tracking and assessment of pupils' attainment and progress, records on behaviour and safety, and the monitoring of teaching and learning. They looked at the school's spending of the pupil premium funding.
- There were too few views of parents registered on the on-line questionnaire (Parent View) for inspectors to take into account. However, the school's own surveys of the views of parents and pupils were considered. Inspectors scrutinised 40 questionnaires completed by staff.

Inspection team

Zahid Aziz, Lead inspector

Additional Inspector

Christine Addison

Additional Inspector

Terry Bond

Additional Inspector

Full report

Information about this school

- Claremont Community Primary School is a larger than an average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of armed forces families) is above average. There are currently no children in the school who have a parent in the armed forces.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The large majority of pupils are White British. The proportions of pupils from minority ethnic backgrounds and pupils who speak English as an additional language are below average.
- The number of pupils joining or leaving during the school year is above average.
- 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?

- Improve the quality of teaching so that it is consistently good across the school by:
 - making sure that activities set for pupils, especially the average and more-able, are always at the right level of difficulty, especially in mathematics
 - increasing opportunities for pupils to learn by finding things out for themselves
 - ensuring the quality of feedback on pupils' written work, including homework, is consistently good across the school
 - ensuring pupils and teachers make greater use of modern technology in the classroom as tools for learning.
- Raise pupils' standards in mathematics, so that the proportion of pupils reaching the expected levels by the end of Year 6 in July 2013 are at least as good as the standards reached in English by:
 - increasing the rate at which pupils learn so that their progress is at least as good as that in reading and writing
 - ensuring that mathematics skills are developed in a systematic manner across different subjects as pupils move through the school
 - improving the attendance of those pupils with irregular attendance by working more closely with parents to ensure they understand the importance of coming to school regularly.
- Further improve leadership and management in order to have more impact on pupils' progress and quality of learning by:
 - developing the skills of middle leaders to help them to check that the methods and ideas generated from staff training are put in place and address weaknesses in teaching and learning.

Inspection judgements

The achievement of pupils requires improvement

- When children start school, their skills are below those expected for their age. As pupils move up through the school, they progress at different rates due to inconsistent teaching. In Key Stages 1 and 2, pupils do not yet progress at a fast enough rate to ensure that they achieve well. By the end of Year 6, standards remain below average.
- Until recently, weaknesses in teaching in Key Stage 1 did not consistently maintain the good progress that children make in the Reception Year. This resulted in pupils' standards being below average across subjects over the past three years. Currently, there is good progress in reading and writing, and standards are improving, including at Key Stage 2. Although improvements in teaching are now evident, these improvements have yet to have a marked effect on pupils' overall achievement.
- Slower progress is especially evident in mathematics in Years 5 and 6 overtime. In these classes, and others, progress of individuals is not checked thoroughly enough and, as a result, information about how well pupils are doing is not used effectively in planning future work. This slows pupils' progress. Some average and higher-ability pupils do not achieve well enough so, in the recent end of Key Stage 2 tests, did not reach the higher Level 5 especially in mathematics.
- School data and checks of pupils' books show that some groups of pupils have started to make faster progress. In Year 1, for example, pupils' work in writing shows they are making better progress because of good teaching. In Years 3 and Year 4, pupils' progress is also improving due to well-planned lessons and good use of marking and feedback.
- Pupils are keen to visit their school library. They enjoy reading and they love reading books by their favourite authors. Year 6 pupils read books fluently and with expression, and they are able to express their thoughts about the meaning of the books. In 2012, pupils made much faster progress in reading, and standards in reading are now average by the end of Key Stage 2.
- The progress of those pupils receiving additional funding through the pupil premium is improving and they now make good progress in reading and writing because of the effective deployment of staff to help them. Although the gap in standards reached in English is narrowing between those receiving the pupil premium and other groups in the school, a gap remains in standards reached in mathematics.
- Disabled pupils and those with special educational needs make good progress. This is because of group and individual support, and very good adult support in the classroom.
- Support for ethnic minority groups and pupils who speak English as an additional language is well planned and checked closely each term. The standards achieved by these groups in 2012 were well above the national average for similar groups.

The quality of teaching requires improvement

- Due to rigorous monitoring of lessons, the quality of teaching across the school has improved and there is no inadequate teaching. During this inspection, much of the teaching seen was good but overall teaching requires improvement. The work in pupils' books also shows that teaching requires improvement because some teachers do not plan lessons which meet the needs of all pupils.
- While teaching is becoming more effective in meeting the needs of more-able pupils in reading and writing, leading to faster progress, this is not yet the case in mathematics.
- Some teachers make good use of interactive white-boards and tablets. However, others miss opportunities to use modern technology to improve their teaching and pupils' learning, particularly for those pupils of lower ability and those with special educational needs.
- The marking of pupils' books is improving across both key stages and pupils check their own work often, such as seen in Year 2. As a result, they know better than previously what they need to do to improve. However, this is not consistent across subjects and the school. Consequently,

pupils do not always know how to improve or achieve their targets.

- Pupils receive regular homework which is well prepared by teachers. However insufficient feedback is provided to pupils on how to improve or achieve their targets.
- Teaching of writing has improved, with more regular checks on progress and the use of a wider range of learning strategies. As a result, more pupils are able to use correct grammar accurately.
- The links between letters and the sounds they make (phonics) are taught well from the Early Years Foundation Stage upwards. This is because letter sounds are correctly pronounced and one-to-one support is very good. This is especially helpful for lower-ability pupils. As a result, almost all pupils make good progress in reading.
- Support and other staff play a confident and active role in helping pupils to learn, both within lessons and when working with small groups. This helps to create an environment where all feel welcome and included. This contributes to the improving progress made by different groups, including disabled pupils and those who have special educational needs.

The behaviour and safety of pupils are good

- Pupils, parents and staff say overwhelmingly that pupils' behaviour has improved since the last inspection. Pupils are polite, courteous and show good manners to adults and children alike. They love coming to school. A comment made by a pupil from Year 1, 'I like learning', is typical of many here.
- Behaviour is not outstanding because pupils need to learn the skills necessary to be able to take responsibility for their own learning. Currently, some are over-dependent on continuous adult attention.
- Pupils are keen to learn in class and they know the importance of playing safely. They show good attitudes to learning; 'I love writing' said one pupil from Year 2. They welcome visitors and are keen to talk to them about their progress and the school.
- Pupils have their own folders tracking their progress and targets, and they were proud to share these with the inspectors.
- Pupils say they feel very safe and know how to keep themselves safe, including when using the internet. Bullying is rare and pupils have a clear understanding of different forms of bullying, such as name-calling or discrimination against pupils from a different culture. The school has rigorous processes in place to monitor bullying and racist incidents, and none have been recorded over the past year.
- Pupils with challenging behaviour are supported well by the school. Pupils are helpful to others who need support, such as pupils with disabilities or pupils who join the school at different times of the year. Consequently, these pupils settle well and enjoy their stay at the school.
- Pupils have a clear understanding of consequences if rules are not followed. Staff use a range of methods to manage pupils' behaviour and ensure their safety. There are robust systems in place to check the success of these methods in reducing negative behaviour and unsafe incidents. As a result, the use of first aid and the occurrence of serious behaviour incidents have reduced considerably since the previous inspection, and pupils now concentrate in their lessons. There have been no exclusions since 2011.
- The school has been very successful in improving attendance since the previous inspection. There is targeted support for pupils who are persistently absent. As a result, attendance is improving but it is still below the attendance rate seen in most other schools.

The leadership and management are good

- The headteacher leads the school with a passionate sense of purpose that promotes good teamwork. She and her senior leadership team are focused and ambitious, wanting the best for every pupil. The governing body and staff are pleased with how the school is led and they share

the passion and commitment to improve so that the school becomes at least good.

- The headteacher has made an accurate assessment of what the school must do to improve further. Together with senior leaders, she has formed a strong, whole-school team. The subject leader responsible for introducing a new way of teaching reading has done this well and so pupils' progress in reading is now good and in some cases it is outstanding. As a result of this success, senior leaders plan to appoint a subject leader whose focus will be to help the staff to improve progress and standards in mathematics.
 - There are rigorous systems to check on the quality of teaching and there is evidence that more teaching is now of good quality rather than requiring improvement. However, some middle leaders are not checking carefully enough that staff training is being transferred into lessons.
 - The performance management targets set for individual teachers are tackling weaker teaching. The thorough use of such targets has been a key reason why teaching overall has improved. There have been improvements since the last inspection. For example, teaching in the Early Years Foundation Stage, and the quality of teaching in English, is now good. This demonstrates that the school has the capacity to improve further.
 - The curriculum gives opportunities through topic work for pupils to improve their knowledge and experience of the wider world. Work seen in topic books indicates that pupils have opportunities to use their writing skills across other subjects. However, teachers do not always capitalise on such opportunities to help pupils develop their mathematical skills.
 - Pupils' spiritual, moral and social awareness is well developed through activities that promote working together, helping and supporting each other in their learning.
 - Equality of opportunity is offered to all pupils and staff support pupils' differing needs. However, there is more work to be done to ensure that all pupils make the good progress of which they are capable, especially in mathematics.
 - The local authority provides frequent and effective support, especially in raising the governing body's awareness of its role in improving the school, such as the introduction of teacher performance measures, so that the quality of teaching has improved.
 - **The governance of the school:**
 - Governors give good support to the school's leaders. They are well informed and bring a wide range of professional expertise and skills, for example, from education and medicine. They show good understanding of financial management. The recent restructuring of the governing body has helped to provide a better focus on further improvement, through setting up committees with a key focus on achievement, teaching, behaviour and safety, as well as leadership and management. Governors make sure that appropriate safeguarding and child protection procedures are in place to keep pupils safe. They have received a wide range of relevant training which has equipped them with skills and knowledge essential for performing their duties. Through scrutiny of school finances, governors are now aware of how pupil premium money is used to support learning. Since the previous inspection, governors have acquired skills to review data and identify the strengths and areas of the school's performance that require improvement. They are well informed about the quality of teaching and have supported the headteacher very well in eradicating inadequate teaching. Governors check that salary awards are only allocated when targets linked to their performance are achieved.
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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	119240
Local authority	Blackpool
Inspection number	401824

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	459
Appropriate authority	The governing body
Chair	Karen Andrews
Headteacher	Kirsty Sutton
Date of previous school inspection	18 November 2009
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