

Clarice Cliff Primary School

Goldenhill Road, Fenton, Stoke-on-Trent, Staffordshire, ST4 3DP

Inspection dates 11–12 March 2014

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

Summary of key findings for parents and pupils

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

- Progress in mathematics and English is not consistently good throughout the school, because teaching and behaviour are not consistently good.
- Teachers do not all have the skills to deal with behaviour that is challenging and this can sometimes have a negative impact on pupils' attitudes to learning.
- Some of the activities that are planned for by teachers do not match pupils' needs. They do not always provide the right level of challenge, particularly for the most able pupils and, as a result, pupils switch off.
- Teaching assistants are not always used well enough to support pupils' learning.
- The plan to improve the school is not sharp enough. It has too many priorities and it does not place enough emphasis clearly on the intended impact on pupils' achievement.
- Senior leaders do not have a clear overview of the strengths and weaknesses in teaching, because all of the information from the different monitoring strands are not yet collated and analysed.
- The transition arrangements for pupils moving from Reception into Year 1 are not smooth enough, as the curriculum offered to them does not meet their learning and emotional needs well enough.

The school has the following strengths

- Children make good progress in the Early Years Foundation Stage.
- Attainment levels are rising at the end of both Key Stages 1 and 2.
- The school has good systems to ensure that pupils are safe. Pupils say that they feel safe in school.
- Attendance is above average because the school works hard at getting pupils to attend.
- The school has established good relationships with parents.
- Senior leaders and the governing body are clear about how the school needs to be improved.

Information about this inspection

- The inspection team observed 20 parts of lessons and one whole-school assembly. Four of the lessons were observed jointly with the headteacher or the deputy headteacher.
- The inspectors scrutinised a range of documents, including minutes of the governing body meetings, the school’s plan for improvement, performance management information and documents relating to pupils’ progress, safeguarding and attendance.
- Inspectors talked to pupils about their work in lessons, looked at their work in books, met with groups of pupils, and heard them read in Years 1, 2 and 6.
- Inspectors held discussions with key staff, four members of the governing body and one representative from the local authority.
- Inspectors spoke to parents at the start of the school day. They took account of the 18 responses to the on-line questionnaire (Parent View). Inspectors also analysed the 38 responses to the staff questionnaires.

Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Maureen Coleman

Additional Inspector

Steve Rigby

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- Most of the pupils come from a White British background. Pupils of Pakistani heritage are the second largest group.
- Most pupils speak English. A few pupils speak Urdu or Punjabi.
- The headteacher took up her position in September 2011 and the deputy headteacher came into her position in March 2012. The senior leadership team was formed in September 2013. There have also been several changes to the teaching staff since the school was last inspected.
- The school makes use of an alternative provision at Watermill School.
- Since the previous inspection, alterations have been made to the outside space in the Early Years Foundation Stage and to outside playing areas.
- The proportion of pupils known to be eligible for support through the pupil premium is well above average. (The pupil premium is extra funding for those pupils known to be eligible for free school meals, those from service families and those looked after by the local authority.)
- The proportion of pupils supported by school action is above average. The proportion supported by school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Ensure that the quality of teaching is at least good, so that progress is consistently good by:
 - eliminating all inadequate teaching
 - ensuring that all teachers have the skills to manage challenging behaviour, so that they can create a positive learning climate in the classrooms for pupils
 - ensuring that the activities given to pupils match their abilities and provide appropriate levels of challenge to help keep them engaged and motivated, especially the most able
 - ensuring that teaching assistants fully support pupils' learning.
- Improve leadership and management by:
 - making the plan to improve the school much sharper by focusing on the main priorities and clearly showing how the actions are intended to impact on pupils' achievement
 - collating all of the information already available from monitoring the quality of teaching and learning and analysing it, so that senior leaders have a clearer overview of the quality throughout the school
 - improving the transitional arrangements for pupils as they move into Year 1, so that they become much more settled and ready to learn.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils' progress is inconsistent in the different year groups and classes in Key Stages 1 and 2.
- Levels of attainment are improving at the end of both Key Stages 1 and 2. Standards at the end of both key stages were below average in 2011 and 2012 and rose to broadly average in 2013.
- Children join the Early Years Foundation Stage with skills that are mostly well below those typical for their age. Particular weaknesses are in communication, language and literacy, and their personal, social and emotional development. All adults model good language effectively and place great emphasis on promoting children's speaking and listening skills. As a result, children make good, and occasionally outstanding, progress in the Early Years Foundation Stage.
- Reading is one of the main priorities for the school. High quality displays that are centred on different books and attractive new seated reading areas, with a wealth of brand new books in classes, are starting to improve pupils' attitudes to reading. Reading competitions, as seen in a Year 1 class, are helping to encourage those who are reluctant readers to read more often.
- In 2013, the proportion of pupils that made expected progress in mathematics at the end of Key Stage 2 was similar to the national average, which was a significant improvement compared to the year before. This is because mathematics was a main focus for the school. Teachers have had training which is helping them to develop a better subject knowledge. As a result, more pupils are making better progress.
- Pupils have good opportunities to write at length in their Star Writer's books, where they write for a range of audiences, including different members of their families. They are encouraged to write in a range of subjects other than in English. As a result, in 2013 the proportion that achieved the expected level of progress was above average, and this rate of progress is being sustained.
- Disabled pupils and those with special educational needs, including those that attend the alternative provision, make similar progress to that of their peers. This is due to the close monitoring of their progress by the leader for those with special educational needs. Also, the school is making good use of the support from other external agencies for those pupils with complex needs.
- Pupils from minority ethnic backgrounds and those who have English as an additional language make similar progress to that of the rest of the pupils in the school. Weekly bilingual stories and mathematics story books are offered to those who have English as an additional language. This demonstrates the school's successful promotion of equality of opportunity and tackling of discrimination.
- In some year groups, the gap between those eligible for the pupil premium funding is closing. This shows that the additional money is spent well. However, the national tests in 2013 showed that the gaps between those eligible for the funding and the other pupils were widest in mathematics and in the recently introduced spellings, punctuation and English grammar tests. They were just over one year behind other pupils in these subjects. The gap was narrower in writing, where they were just over one term behind.
- In 2013, it was the first time that the most able pupils at the end of Key Stage 2 gained a Level 6 in mathematics or writing. However, the proportion achieving a Level 5 in all of the subjects is below average.

The quality of teaching

requires improvement

- Although the quality of teaching over time is improving, a small minority is inadequate and some requires improvement.
- Some teachers, particularly in Key Stage 1, do not have the necessary skills to manage some of the disruptive behaviour displayed by a few pupils. This affects the whole learning atmosphere in

the classroom, where pupils become distracted by others and this slows their learning. This was seen in a few classes during the inspection, where pupils' unacceptable behaviour was not managed well, they were slow to respond to the teacher's instructions and, as a result, the amount of progress made by all pupils was limited.

- Work given to pupils does not always match their learning needs. For example, in both Year 1 classes pupils were asked to read and extract information from a variety of uninspiring worksheets to explain which types of weapon would be effective for attacking a castle. These worksheets were far too difficult and inappropriate for the large majority of these pupils. As a result, they became bored and started to become silly and came completely off task.
- The work does not always provide appropriate levels of challenge for pupils, particularly the most able pupils. For example, in a Year 4 class most pupils, particularly the most able ones, fully understood how to use the 'bus stop' method of division. However, they were not asked to use their knowledge to calculate more complicated problems and therefore became disengaged from their learning.
- The quality of teaching is good in the Early Years Foundation Stage and staff manage children's behaviour well. Teachers have established effective routines that result in children feeling happy and secure. They make their learning fun, as was seen when children carefully followed instructions on how to make a gingerbread man, which quickly helped to engage and excite them.
- The teaching of phonics (the sounds that letters make) is taught well in the Early Years Foundation Stage. Teachers use a range of interesting games such as 'I spy', which contribute to children making good progress in understanding the initial sounds of words.
- Where mathematics is taught well, pupils have good opportunities to apply and use their skills to real-life situations. This was seen in a Year 6 group where pupils effectively worked collaboratively in small groups and had to use all of their previous learning on reading the time and timetables to look at planning a 'Great Escape'.
- Teachers' marking is very detailed and it is consistent throughout the school and in the different subjects. It gives pupils clear guidance on how they can improve their work. In 'fix it' time pupils are given quality time to respond to the comments in their books.
- Teaching assistants who support those pupils who need additional help, do so well. They use appropriate resources and enable pupils to access the same work as the other pupils in the class. However, they are not always used appropriately to support all pupils' learning. For example, occasionally teaching assistants spend time cleaning and tidying up rather than supporting children's learning in the Early Years Foundation Stage.

The behaviour and safety of pupils requires improvement

- The school's work to keep pupils safe and secure is good. Staff, parents and pupils say that this is the case and inspectors agree. Logs of behaviour incidents are recorded and followed up well. Pupils say they feel safe and have confidence that the adults in the school will help to sort any incidents.
- Pupils have a good understanding of the different forms of bullying, such as cyber-bullying. They say that bullying is not a problem in their school. They know how to keep themselves safe when using the internet. Pupils clearly explain how external visitors have helped them to develop their understanding.
- Pupils value the school council because it reflects their opinions. School prefects also play an important role by ensuring that the play equipment is put out at break times. The school task force helps teachers by doing special jobs such as sharpening pencils. All are helping pupils to learn how to become responsible citizens in their school.
- The behaviour of pupils requires improvement. This is because pupils' attitudes to their learning are variable. They are directly linked to the quality of teaching. Where teaching is good or better, this is reflected in the pupils' positive attitudes. Where teaching is not good, this also is seen, for example, in Year 1 pupils' lack of attention. Pupils do not conduct themselves well

around the school when they are not supervised.

- Lunchtimes are supervised well and pupils have a wide choice of activities to play with. The atmosphere in the dining hall is generally calm and orderly.
- Attendance is improving and is above average. This is because of the school's successful work in getting pupils into school, such as buying a minibus that helps to collect pupils every morning.

The leadership and management

requires improvement

- The changes that have recently been implemented by leaders, including governors, are starting to improve the quality of teaching and pupils' achievements. Although leaders have a plan on how to improve the school, it focuses on too many priorities and is very lengthy. It does not include any interim goals and it does not yet have clear, measurable intended outcomes for pupils.
- The headteacher has begun to tackle weaknesses in teaching. Where teaching is not good, support is given through coaching and observing good and outstanding practice both within the school and beyond it. This is in the early stages of development and is beginning to address some of the weaknesses. All teachers have performance management targets that are linked to the national teaching standards and pupils' achievement. It is too soon to see the impact of this.
- Senior and middle leaders monitor the quality of teaching and learning in their areas of responsibility through a variety of ways. Although all leaders check on the quality of teaching, the information is not yet collated and analysed so that leaders have a clear overview of the quality of teaching and pupils' learning.
- The curriculum gives pupils a wide variety of activities beyond the school day such as craft clubs, yoga and a rock band club. It adequately promotes pupils' spiritual, moral, social and cultural development. Pupils learn about their local heritage and also about other cultures. For example, they enjoyed joining in with some Bollywood dancing. However, some of the pupils in Year 1 are unsettled because the school has not made the necessary adjustments to help them move from Reception and the work is too difficult.
- The school is allocating the new sports funding appropriately. Some of it is used to develop staff confidence in teaching a range of different sports and the skills needed in physical education. It is helping to engage more girls in taking part in more physical activities.
- The school has worked hard to establish good working relationships with parents. The majority of parents who responded to the on-line questionnaire (Parent View) would recommend the school to another parent.
- The local authority is providing good support to the school. It helps to fund the additional support needed by the school.
- Safeguarding procedures and policies meet statutory requirements.
- **The governance of the school:**
 - The governing body is stable and members carry out their roles and responsibilities effectively. It has recruited a few new members that have the skills the body needed, which were previously missing. They have had plenty of training that has helped them to understand and use data effectively to hold leaders to account. Governors meet regularly and feel that they have stepped up their game and now put more emphasis on reviewing standards. They do not rely solely on the information given to them by school leaders, but also visit the school, spend time looking at pupils' work and undertake learning walks to monitor the school's work.
 - Governors have a clear overview of how the school is tackling underperformance and they know how teachers' salary is linked to their performance. The headteacher's performance management objectives are firmly in place and reviewed regularly.
 - Governors ensure that the school has a healthy budget. They have a clear overview of how the pupil premium is allocated and the impact it is having on those in receipt of it.

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	124008
Local authority	Stoke-on-Trent
Inspection number	440872

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	The governing body
Chair	Brian Williams
Headteacher	Diane Broadhurst
Date of previous school inspection	2 February 2011
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