

Claremont Primary and Nursery School

Claremont Road, Off Hucknall Road, Nottingham, NG5 1BH

Inspection dates 27–28 March 2014

| Overall effectiveness | Previous inspection: | Inadequate | 4 |
|--------------------------------|----------------------|-----------------------------|----------|
| | 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 | | Good | 2 |

Summary of key findings for parents and pupils

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

- Pupils' achievement requires improvement. Pupils do not make consistently good progress from their starting points. As a result, the standards they achieve are lower than they could be.
- The quality of teaching requires improvement because, over time, teaching has not fully met pupils' needs to ensure that they make the progress they are capable of. Teaching does not challenge pupils well enough, particularly the most able.
- Programmes of intervention and support for those pupils who need it the most, are not always planned well enough to fully meet their needs, particularly in mathematics.
- Teachers' marking does not make enough impact on pupils' learning. Pupils do not always respond to teachers' written comments in their books and teachers do not consistently check for this.
- Pupils do not have enough opportunities to develop their writing skills through stimulating activities.
- Pupils' attendance, although improving rapidly, is below the national average.
- Pupils feel safe at the school but their behaviour in the playground, particularly at lunchtimes, is not as good as in lessons. Consequently, pupils' behaviour and safety requires improvement.

The school has the following strengths

- The leadership and management of the school is good. The talented head of school, other school leaders, and the governing body know the school well. Their high expectations of staff and clarity of vision are promoting rapid change and improvement. The executive headteachers demonstrate outstanding leadership skills.
- Children in the Early Years Foundation Stage get off to a strong start at the school and make good progress.
- Pupils are becoming increasingly well motivated to attend school and make good progress.
- The issues identified at the time of the last inspection have been fully addressed by staff.

Information about this inspection

- Inspectors observed learning in each class at least twice, and also made a number of short visits to classrooms to gather additional evidence about the impact of teaching on pupils' learning over time. Some of the observations of learning were carried out jointly with the executive headteachers and the head of school.
- Discussions were held with the Chair and one other representative of the Governing Body, senior and middle leaders, staff, pupils and a representative of the local authority.
- Inspectors observed the school's work and looked at documentation, including that related to safeguarding, behaviour and attendance, assessment, monitoring and evaluation. Work in pupils' books was jointly examined with the head of school, and inspectors heard individual pupils read from different year groups.
- Inspectors took account of the 15 responses to the online questionnaire, Parent View, and those of the 22 members of staff who responded to the staff questionnaire. A number of parents and carers were also spoken to informally by inspectors as they brought their children to the school. Inspectors also took account of several letters received by parents and carers, who were unable to access the online questionnaire.

Inspection team

Jeremy Spencer, Lead inspector

Her Majesty's Inspector

Stephen Hopkins

Additional Inspector

Linda Bartlett

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well above average, as is that of pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for free school meals and supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals, looked-after children under the care of the local authority, and those with parents in the armed forces) is well above average.
- The proportion of pupils with special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils who join or leave the school throughout the year is well above average.
- The school is currently led by a head of school on a temporary basis. He is further supported by two executive headteachers who also work locally at Haydn Primary School and Cantrell Primary School. Both executive headteachers are national leaders of education (NLE).
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A breakfast club operates on the school site and is the responsibility of the school's governing body.

What does the school need to do to improve further?

- Improve the quality of teaching to secure pupils' consistently good progress over time across all year groups by:
 - ensuring that work is sufficiently challenging for all pupils, particularly for those who are most able
 - ensuring that more tailored programmes of intervention and support are implemented to better meet the needs of all pupils supported through the pupil premium, particularly in mathematics in Key Stage 2
 - raising teachers' expectations of pupils' writing standards, and by ensuring that pupils are given frequent, and more stimulating opportunities to practise their writing skills
 - ensuring that teachers' marking makes a greater impact on pupils' learning over time, by checking that pupils respond appropriately to teachers' comments.
- Work closely with parents and carers to embed the school's strategies to improve pupils' attendance to above average, by December 2015.

Inspection judgements

The achievement of pupils requires improvement

- Soon after the time of the school's last inspection, in October 2012, turbulence in the school's leadership and staffing had a negative impact on teaching quality and on pupils' achievement. Most pupils are now catching up rapidly from their previous underachievement during this period. However, this means that the standards they are reaching currently are not as high as they should be.
- Pupils do not make good progress in all classes over time, particularly in developing writing skills. Some teachers do not have high enough expectations of pupils' writing. Inspectors noted some inconsistencies in the quality of pupils' writing and the rates at which pupils were making progress between classes. When pupils discussed their work with inspectors, they said that their writing was at its best when they were focusing on something they found interesting or exciting. However, they also reported that opportunities for such writing were too infrequent.
- Most pupils supported through the pupil premium are beginning to close the attainment gap between themselves and other pupils, particularly more recently. This is because the school's leaders are beginning to implement a more tailored programme of learning for each of these pupils. However, over time, some of these pupils are not closing the gap quickly enough. This is particularly the case in mathematics in Key Stage 2. For example, in the 2013 assessments, only 67% of pupils in the Year 6 cohort who were supported through the pupil premium made expected progress in mathematics during Key Stage 2. This contrasts with the 94% of pupils who were not supported through the pupil premium who made expected progress in mathematics.
- Children make good progress during the Early Years Foundation Stage. They typically enter the school's Nursery with knowledge and skills well below those expected for their age. Their progress in developing reading, writing, mathematics and personal and social skills in the Nursery is very good. They continue to make good progress in the school's Reception classes. Children engage well in learning, develop positive relationships with their peers and adults, and are proud of their achievements and progress.
- Pupils continue to make good progress in Key Stage 1 in developing early reading and mathematics skills. Their progress in developing writing skills is less strong, and consequently too few pupils reach the higher levels in writing at the end of year 2.
- Pupils' progress in Key Stage 2 is accelerating. Different groups of pupils make good progress in developing reading skills and also show an enjoyment of reading in a range of contexts. However, work in pupils' books and discussions with pupils indicate that the most able pupils are not consistently challenged well enough in their learning in different subjects. For example, during the inspection, pupils reported to inspectors that work was 'too easy' for them. A closer check of their books signalled that too often they are made to repeat activities to reinforce learning before they move on to further challenges.
- Disabled pupils and those with special educational needs make good progress from their starting points. This is because their progress is very carefully monitored and checked by leaders, who ensure that appropriate interventions are implemented when required, to prevent them from falling behind. There are no significant differences in the achievement of pupils who come from different backgrounds. This indicates that leaders and managers are promoting equality of opportunity effectively.

The quality of teaching requires improvement

- Leaders are securing rapid improvements in the quality of teaching. However, there is still not enough good or better teaching to ensure that pupils consistently make good progress from their different starting points, over time, in writing and mathematics.
- During the inspection, pupils were observed learning well in most classes. Teachers ensured that work was pitched at just the right level for pupils. However, this was not always the case. Where teaching was weakest, pupils were not being helped to understand well enough by adults. For example, they were left for too long by the teacher when they didn't fully understand what to do. This led to them losing concentration and becoming bored.
- Teachers mark pupils work in detail and often leave clear comments about how pupils can improve their work and move on to the next steps of learning. However, some teachers do not check carefully enough that pupils take note of their comments. This means that they often have to repeat the same feedback over and over again, without it making any impact.
- Teaching assistants make a good contribution to learning. They often intervene at just the right times to help pupils to learn. They also ask good questions of pupils to help develop their thinking, particularly disabled pupils and those with special educational needs.
- A number of interventions have been introduced to support pupils who have fallen behind. These have been well targeted to meet pupils' needs and make a positive contribution towards helping them to catch up, particularly in reading. However, interventions to improve the achievement of pupils supported through the pupil premium, despite recent improvements, have been less effective.
- Teaching in the Early Years Foundation Stage is good. Staff ensure that children learn in stimulating and safe environments and achieve a balance of indoor and outdoor learning activities. Children were observed enjoying their learning and interacting confidently with others around them.
- Most teachers in the school use targets to help pupils to understand the next steps of learning. Pupils across the school respond well to the targets that teachers set for them. However, inspectors found notable differences between classes in how the targets are used to support learning, and how effective they are. For example, some targets are left for many months before they are reviewed by teachers. As a result, they make little impact on supporting pupils' learning.

The behaviour and safety of pupils requires improvement

- The behaviour of pupils requires improvement. Pupils' behaviour in lessons, and at the school's breakfast club, is mostly good and in the main they are polite, respectful and caring. However, when teaching is less than good, pupils quickly lose attention and focus and are distracted from their learning. Pupils report that behaviour in lessons is usually good, but say that behaviour in the playground, particularly at lunchtime, could sometimes be better.
- The behaviour of children, and their attitudes to learning, are good, in the Early Years Foundation Stage. They share resources sensibly and concentrate well on tasks. Routines are well established and children respond quickly to teachers' or other adults' instructions.
- Older pupils willingly take on responsibilities to help the smooth running of the school. They

particularly enjoy their roles as lunchtime monitors, helping to serve food to, and support younger pupils.

- The school's work to keep pupils safe and secure requires improvement. Pupils say that they generally feel safe and secure at school and know how to protect themselves from harm, for example, from cyber-bullying. However, pupils say that they feel less safe at lunchtimes due to the unpredictable behaviour of a small group of their peers.
- Pupils' attendance is below average but is improving rapidly, due to pupils' increased enjoyment of school and parents and carers' better understanding of the importance of coming to school regularly. An attendance improvement officer has also been employed at the school since January 2014 to work closely with pupils and their families when a pupil's attendance is low. This, along with a comprehensive range of other strategies to improve attendance, is beginning to make a positive impact.
- All parents and carers who responded to Parent View believe that their child feels safe at the school.

The leadership and management are good

- There have been significant changes to the school's leadership since the last full inspection in October 2012. This has included the appointment of an acting head of school and two executive headteachers. The head of school has grown in confidence very quickly and has become increasingly less reliant on the considerable skills and experience of the executive headteachers to lead the strategic development of the school. He is very well respected by staff, parents and pupils alike and deals with issues in a sensitive but decisive and determined manner.
- Other leaders in the school, including the leader for disabled pupils and those with special educational needs, the Early Years Foundation Stage leader and subject and phase leaders, know the school well and are actively driving improvement. Leaders evaluate the effectiveness of the school very accurately and have a clear understanding of the next steps they need to take to improve the school.
- Leaders have skilfully developed the quality of teaching by revising the school's systems to manage teachers' performance. Leaders ensure that teachers have clear and relevant targets to improve their work, closely linked to the national Teachers' Standards. Each teacher's performance is reviewed on a termly basis and teachers' effectiveness is linked closely to the achievement of pupils in their care. Care is also taken to ensure that teachers receive a programme of professional development appropriate to their needs. Leaders know exactly where in the school teaching is less than good and they are taking appropriate actions to address this.
- The executive headteachers have made a very strong contribution to the school's improvement since the last inspection. They have a strong track record of success in leading schools in challenging circumstances to improve outcomes for pupils. They have drawn on, and coordinated support from, other schools in the local area to raise the aspirations of staff and improve their skills. This has helped to improve the quality of provision in the Early Years Foundation Stage.
- The new primary sports funding is being used well to strengthen the already good quality, and breadth, of physical education and sport provision. When specialist sports teachers work with pupils, teachers observe and support the lessons to ensure that their own knowledge and skills improve. The range of sports clubs, and opportunities for competitive sport, are increasing, and

more pupils are becoming involved.

- Leaders are working hard to improve pupils' attendance. Although attendance is below average it is improving rapidly. Leaders have deployed a number of successful strategies to improve attendance, including the introduction of prizes to reward pupils with full attendance, and closer working with the families of pupils who are persistently absent from school. Time is now needed for the school's strategies to become fully embedded to improve attendance to above average.
- Leaders have identified that they need to improve the school's strategies to support those pupils receiving additional funding through the pupil premium. Leaders have also identified that the school's curriculum requires improvement, particularly in how it supports the identification of stimulating writing tasks for pupils.
- The school has received appropriate support from the local authority since the last inspection. This has helped to strengthen the quality of the school's leadership of teaching and learning.
- Leaders ensure that the school's curriculum effectively supports pupils' spiritual awareness, their moral and social development and their understanding and tolerance of cultural diversity.
- **The governance of the school:**
 - A new Chair of the Governing Body has been elected since the last inspection in October 2012. She is highly dedicated to the role and has made a very strong start. She is ensuring that other members of the governing body become increasingly involved in challenging leaders and holding them to account for the school's performance. For example, governors have challenged the school's senior leaders about the performance of pupils receiving the pupil premium in some year groups. Governors have also challenged leaders about the consistency and quality of the school's homework strategies. This has led to changes which have promoted better consistency in the setting and marking of pupils' homework.
 - Governors have a good understanding of the quality of teaching in the school and how this is impacting on pupils' achievement. They also have a good overview of the school's systems to manage teachers' performance and ensure that appropriate actions are taken to reward good performance and tackle any underperformance. The governing body ensures that safeguarding requirements are met and pupils are kept safe.
 - The governing body continues to strengthen. An internal skills audit has identified areas in which the governing body is less strong. The Chair of the Governing Body is making good use of external support to recruit more, high calibre governors with the skills and knowledge required to move the school forwards.

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 | 122702 |
| Local authority | Nottingham City |
| Inspection number | 424924 |

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 | 374 |
| Appropriate authority | The governing body |
| Chair | Samina Hussain |
| Headteacher | Andrew Gallagher (head of school) |
| Date of previous school inspection | 10 October 2012 |
| Telephone number | 0115 9156870 |
| Fax number | 0115 9156871 |
| Email address | admin@claremont.nottingham.sch.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 2014

