

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 123 1231
Text Phone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566933
Direct F 01695 729320
Direct email: ggleaden@cfbt.com



22 May 2014

Mrs Diane Broadhurst
Headteacher
Clarice Cliff Primary School
Goldenhill Road
Fenton
Stoke-on-Trent
Staffordshire
ST4 3DP

Dear Mrs Broadhurst

Requires improvement: monitoring inspection visit to Clarice Cliff Primary School, Stoke-On-Trent

Following my visit to your school on 21 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that improvement plans have smaller interim steps, that the impact of actions is measurable and that success criteria reflect the need for all pupils to make better than expected progress.

Evidence

During the visit, meetings were held with you, your senior leadership team, the Chair, Vice Chair and members of the Governing Body, and a representative of the local authority to discuss the action taken since the last inspection. I evaluated the school's plans for improvement, the impact of performance management and the outcomes of monitoring activities. I also reviewed some of the school's achievement data. I visited all classes, talked to a number of pupils, looked at samples of pupils' books, and observed their behaviour at break and lunchtime.

Context

One teacher will leave at the end of the summer term and two new teachers have been appointed for September 2014. The school now employs a speech and language therapist for one day a week. From September 2014, after consultation, a new post, that of Infants' Leader, will be created. The new post holder will ensure the effective transition from Early Years Foundation Stage to Key Stage 1.

Main findings

You and the deputy headteacher have a realistic view of the extent to which the school needs to improve. You have taken decisive actions to tackle the key issues identified in the inspection report. These are reflected in your action plans. Your plans are detailed and take account of the urgency required to move the school to good within the period. However, not all your actions are measurable and directly link to improving pupils' achievement and your plan lacks sufficient interim small steps. This may make it difficult for you and governors to monitor effectively and intervene if actions are not effective.

Your monitoring is improving. You have collated a range of monitoring evidence for every teacher. You no longer rely solely on observations of lessons to judge the effectiveness of teaching. Instead, every teacher has a log that includes pupils' starting points, targets for all pupils to make better than expected progress, current progress information, evaluations from the scrutiny of pupils' work, previous lesson observations and development points. Consequently, teachers are held to account better for the progress all groups of pupils. You have put in place plans to improve transition from Early Years Foundation Stage into Year 1 with a new temporary post of Infants' Leader. The new post holder has begun to implement the action plan that structures this area of work.

Teaching is improving. Work with an outstanding school effectively develops teachers' expertise in planning lessons. This helps to ensure that activities motivate pupils and provide challenge matched more closely to their starting points. In particular, there is better challenge for the most able in Years 5 and 6. In a top band Year 6 lesson pupils were keen to present their news report about a crime investigation that was recorded on an iPad. Pupils discussed and identified the most effective components for capturing the attention of the audience in each other's presentations.

Teaching assistants are more effectively supporting pupils' learning. They are taking a more active role in lessons and have a clearer understanding of the learning intentions and their role. Their work with groups in the outside area provides a good stimulus for learning.

Pupils' behaviour is improving. You work well with the local authority and use their expertise and support to improve the management of behaviour. Consequently, teachers are using a range of strategies that is reducing low level disruption. The impact of the renewed focus on pupils being considerate and polite towards each other was evident in their behaviour around the school. Pupils held doors open for each other, shared equipment and cooperated with each other in lesson activities. This helped them to work with less direct adult supervision. Pupils stated that the introduction of sports coaches at lunch times had improved behaviour and they enjoyed the activities.

Governors continue to be effective in driving up standards and holding you to account. This is because they have regular training and are confident in using information about pupils' progress to challenge you. Governors meet the whole leadership team every term and hold you to account through checking your judgements against their understanding developed from their visits to the school. They regularly check on the progress of those pupils eligible for the pupil premium.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority makes timely visits to the school. The school improvement advisor has an accurate view of the school and a positive relationship with school leaders. You and the senior team value her support. A number of local authority consultants support the school in developing teaching. In addition, the local authority has brokered the support of a local teaching school, the Britannia Teaching School. This package of support is having a positive impact.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Stoke-On-Trent.

Yours sincerely

Michelle Parker
Her Majesty's Inspector