

Clarksfield Primary School

Grasmere Road, Oldham, Greater Manchester, OL4 1NG

Inspection dates

4–5 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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

- The headteacher provides strong leadership that motivates staff and pupils to do their best.
- Pupils make good progress and achieve well throughout the school.
- Teaching is usually good with some outstanding practice evident.
- Pupils are well behaved and have positive attitudes to learning.
- Pupils have a good understanding of how to keep themselves and others safe.
- The school effectively promotes pupils' spiritual, moral, social and cultural development.
- The care and welfare of pupils is central to the school's work.
- Leaders and governors have worked effectively to raise pupils' achievement and improve the quality of teaching since the previous inspection.
- There are rigorous arrangements for checking how well the school is doing and for identifying what it needs to do to improve further.
- Staff show high levels of respect and courtesy for pupils and others.
- The ability of leaders and governors to carry on making improvements is good.

It is not yet an outstanding school because

- Attainment in writing is not as high as in reading and mathematics.
- Teachers do not always plan lessons to make sure all pupils are given work which gets the best out of them especially the most able.
- Marking is not used consistently to guide pupils on precisely what they need to do next in their learning.
- Pupils are not given sufficient time to respond to the advice they are given on how to improve their work.

Information about this inspection

- The inspectors observed 21 lessons or parts of lessons taught by 15 teachers.
- Discussions were held with the Chair of the Governing Body, other governors, parents, staff, pupils and a representative of the local authority.
- The inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspectors listened to groups of pupils read.
- There were insufficient responses to the on-line questionnaire (Parent View) for the inspectors to take into account when carrying out the inspection. Account was taken of the 38 responses to a recent school questionnaire sent to parents to gain their views about its performance.

Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

David Deane

Additional Inspector

Peter Allen

Additional Inspector

Full report

Information about this school

- Clarksfield is much larger than the average-sized primary school.
- The proportion of pupils supported at school action is above average.
- The proportion of pupils at action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils eligible for the pupil premium is above average. The pupil premium provides additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- Almost all pupils come from minority ethnic groups, of which by far the largest group is pupils of Pakistani heritage. Many pupils are at an early stage of learning to speak English on entry to school.
- The school meets the government's current floor standards, which set minimum expectations for attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Further raise attainment in writing by:
 - extending pupils' vocabulary to enable them to have a greater choice of words to express their ideas
 - widening pupils' first-hand life experiences to help them write more imaginatively.
- Improve further the quality of teaching by:
 - making sure that teachers always provide work that gets the best out of pupils, especially the most able
 - ensuring marking is always used effectively to help pupils improve and providing sufficient opportunity for pupils to respond to it.

Inspection judgements

The achievement of pupils

is good

- Children join the school with skill levels which are well below those typical for their age, especially in speech, language and social development. From their different starting points, pupils make good progress throughout the school. Attainment at the end of Year 6 has risen sharply over the last three years and is broadly average in reading, writing and mathematics. This represents good achievement.
- In the Early Years Foundation Stage, children make good progress across the areas of learning though attainment in reading, writing and mathematics is below average on entering Year 1.
- There has been a trend of improvement in Key Stage 1 over the last three years in attainment in writing and mathematics and this is now broadly average by the end of Year 2.
- Pupils' attainment in reading is also improving, especially in their ability to link letters and the sounds they make, but is below average at the end of Key Stage 1. In 2013, the proportion of pupils attaining the expected standard in the phonics screening check was just below the national average. Pupils continue to develop their reading skills through Key Stage 2 and, by the time they leave school, attainment is broadly average. Pupils say they enjoy reading and talk willingly about their favourite books and authors, such as Michael Morpurgo.
- Standards in writing, though broadly average by the end of Year 6 are relatively weaker than in reading and mathematics. Pupils' vocabulary is not extensive and this limits their choice of words to express their ideas. Pupils do not have a wide range of first-hand life experiences to draw upon to enable them to write imaginatively. However, pupils have made good progress overall, write with enthusiasm and are keen to improve their skills.
- In mathematics, pupils have secure calculation skills, including quick mental recall and can use them appropriately to solve problems in real-life situations.
- Disabled pupils and those who have special educational needs make good progress because they receive well-targeted extra support to meet their individual needs.
- Pupils at an early stage of learning to speak English also make good progress because of the extra support they are given.
- The most able pupils make good progress because the work they are given is usually difficult and enables them to achieve well. However, there are times when the activities planned for them are not hard enough and this slows their progress.
- The funding for pupils known to be eligible for the pupil premium is used well to enable them to make good progress. It has been used to provide small groups and individual support and this has successfully narrowed the gap between pupils known to be eligible for free school meals and other pupils in school. As a result, their attainment in English and mathematics by the end of Year 6, matches that of other groups not supported by the pupil premium. This demonstrates the school's successful commitment to equality of opportunity.

The quality of teaching

is good

- In the Early Years Foundation Stage, adults work well as a team to provide children with interesting and practical activities. This was evident when children in Reception were using finger puppets to retell the story of 'Goldilocks and the Three Bears.'
- In Years 1 to 6, teachers have good subject knowledge and can explain new ideas clearly and confidently. They have high expectations of pupils' behaviour and manage classrooms well so that little time is lost in lessons. Praise is used well to celebrate pupils' achievements and to raise their self-esteem.
- Teachers use questioning effectively to find out what pupils know and to further their knowledge and understanding. Good use is made of a variety of resources, including new technology to enhance learning. Teachers carefully check pupils' understanding throughout lessons so they can

intervene, as necessary, to improve learning.

- Teaching assistants provide good support for all pupils, particularly disabled pupils, those who have special educational needs, pupils known to be eligible for the pupil premium and those at an early stage of learning to speak English.
- Pupils show positive attitudes to their learning and get on with their work well.
- High quality learning was characterised by pupils being given very challenging activities that effectively met their individual needs. Such learning was evident in a mathematics lesson for pupils in Year 5 in which they were calculating angles on a straight line.
- Pupils' spiritual, moral, social and cultural development is promoted well. This was seen in the work of pupils in Year 3 who have written poems about their worries and how to deal with them.
- Teachers do not always provide work that gets the best out of pupils, especially the most able. Marking is not used consistently by teachers to show pupils precisely how to improve. There are not enough opportunities for pupils to respond to teachers' suggestions for improvement.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. This plays an important role in their successful learning, ensuring that lessons run smoothly without interruption. Pupils are considerate and supportive of each other in lessons and there is a welcoming and friendly atmosphere throughout the school.
- Parents, staff and pupils are positive about behaviour. Pupils have a good understanding of the different kinds of bullying, such as cyber and physical bullying. They say that bullying is rare and are very confident that staff would deal with it quickly when it happens.
- The school's work to keep pupils safe is good. Pupils are aware of how to keep themselves and others safe. The curriculum effectively develops their understanding of the potential dangers associated with roads, railways, water and the use of the internet. Pupils know the action to take if approached by a stranger.
- The school has its own swimming pool in which all pupils from Year 1 upwards have opportunity to learn to swim. This makes an important contribution to pupils' understanding of water safety.
- Most pupils attend regularly and come to school on time so there is no time wasted in beginning activities. They show interest and enthusiasm in their learning in different subjects.
- Pupils show pride in wearing their school uniform. They work hard to keep the school and its grounds free of litter.
- There are many opportunities for pupils to take on responsibility, such as being a member of the school council, playground buddy or sports leader. They take these on very willingly and carry out their roles diligently. By doing this they add to the life of the school and give all pupils a voice in how the school develops.

The leadership and management are good

- The headteacher is highly ambitious for the school and leads by example. Senior leaders, middle leaders and governors work well together to drive forward improvements. They successfully encourage all staff to do their best and morale is high.
- The management of staff performance and training of teachers and other adults successfully meets whole school and individual staff needs. It has led to an improvement in the quality of teaching since the previous inspection. There is a secure link between the performance of teachers and their salary progression.
- There are rigorous procedures for checking the quality of teaching, through the termly learning weeks. Middle leaders play an important role in these procedures and have a good understanding of the quality of teaching and learning throughout the school.
- The arrangements for checking how well the school is doing are good and identify areas for

development. Targets for improvement have been made more precise and are challenging and measurable in terms of how successful they are proving.

- The promotion of equality of opportunity and tackling of discrimination is good. Leaders check carefully the progress of individual pupils and groups to identify if any of them require extra support.
- Leaders ensure that all pupils are safe and well-looked after. They work successfully with a variety of agencies to provide strong support for those pupils whose circumstances might put them at risk.
- The local authority has provided good support since the previous inspection to help bring about improvement.
- The primary sport funding has been used effectively, such as to fund a full time sports coach. This has helped to widen the breadth of physical education and sport provision and improve its quality. As a result, more pupils are taking part in sporting activities.
- Parents are kept well informed about how well their children are achieving.
- Pupils' learning experiences are enhanced by a variety of extra-curricular activities and visits, including a residential stay for pupils in Year 6 at an outdoor adventure centre. The school effectively promotes pupils' spiritual, moral, social and cultural development.
- **The governance of the school:**
 - Governors have an accurate view of the quality of teaching and how leaders tackle any underperformance. They understand the data relating to how the school is doing and know how the management of performance is used to improve staff expertise and reward good teaching. The governing body ensure that safeguarding requirements are met to make sure that pupils are safe. Governors manage the budget effectively and hold the school to account for the way the funding for pupils eligible for the pupil premium is used to raise their achievement. Governors take part in a wide range of relevant training in order to keep their skills up-to-date. They have improved their skills, since the previous inspection, in asking senior leaders probing questions about the school's performance.

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	133711
Local authority	Oldham
Inspection number	431656

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	464
Appropriate authority	The governing body
Chair	Philip Coombes
Headteacher	Trish O'Donnell
Date of previous school inspection	25 September 2012
Telephone number	0161 770 5400
Fax number	0161 624 7350
Email address	head@clarksfield.oldham.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 and 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

