

# Claremont Community Primary School

Westminster Road, Blackpool, Lancashire, FY1 2QE

**Inspection dates** 11–12 February 2015

| <b>Overall effectiveness</b>   | Previous inspection: | Requires improvement | 3        |
|--------------------------------|----------------------|----------------------|----------|
|                                | This inspection:     | <b>Good</b>          | <b>2</b> |
| Leadership and management      |                      | Good                 | 2        |
| Behaviour and safety of pupils |                      | Good                 | 2        |
| Quality of teaching            |                      | Good                 | 2        |
| Achievement of pupils          |                      | Good                 | 2        |
| Early years provision          |                      | Good                 | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils across the school make good progress and achieve well from their different starting points.
- Children have a good start to their learning in the early years and are well prepared to enter Key Stage 1.
- Teaching is good throughout the school. Staff set work that engages pupils effectively in their learning, and enables them to make good progress.
- Disadvantaged pupils supported through the pupil premium, disabled pupils and those who have special educational needs make good progress and achieve well.
- Pupils enjoy coming to school, behave well and are keen to learn. They say they feel very safe and well cared for in school.
- School leaders and governors have a very clear view of how well the school is performing and where it can do better. They have worked well together to improve the quality of teaching and raise pupils' achievement since the previous inspection.
- Pupils' spiritual, moral, social and cultural development is well promoted.
- Parents are strongly supportive and appreciative of the school.

### It is not yet an outstanding school because

- Expectations of what pupils can achieve are not always high enough. Pupils, including the most able, are not always given work that is hard enough to enable them to make the best possible progress and reach the highest levels.
- Staff ask too few questions that challenge pupils to deepen their knowledge and extend their learning.
- Pupils are not always given clear enough guidance about what they need to do to improve their work, and staff do not always check that pupils respond to this advice when it is given.
- Pupils have too few opportunities to use and apply their mathematical skills and knowledge to solve practical problems in different subjects.

## Information about this inspection

- Inspectors observed teaching and learning on 25 occasions. Three lessons were observed jointly with senior leaders.
- Inspectors held meetings with school leaders, and met seven governors, including the Chair and vice-chair of the Governing Body. In addition, inspectors met a representative of the local authority.
- Inspectors met two groups of pupils and also spoke informally to other pupils in lessons and during break and lunchtimes.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils in Year 2 and Year 4 read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and information about teachers' performance. They also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings were also considered.
- Inspectors took account of 13 responses to the on-line Parent View questionnaire. Inspectors also considered 43 responses to the staff questionnaire.

## Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

John Ellwood

Additional Inspector

Julie Webster

Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average sized primary school.
- Pupils are taught in 15 classes from the Nursery to Year 6. The early years provision includes a part-time, morning and afternoon Nursery class and full-time Reception classes.
- A very large majority of pupils are from White British backgrounds and speak English as their first language.
- Almost three-quarters of pupils are disadvantaged. These pupils are supported by the pupil premium funding the school receives for pupils known to be eligible for free school meals and children looked after by the local authority. This proportion is around three times the national average.
- The proportion of disabled pupils and those with special educational needs is above average.
- The proportion of pupils who join or leave the school at other than the usual times is above average.
- The school site is shared with Claremont Children’s Centre. This is inspected separately by Ofsted.
- The school meets the government’s current floor standards, which are the minimum expectations for pupils’ attainment and progress in reading, writing and mathematics by the end of Year 6.

### What does the school need to do to improve further?

- Further improve the quality of teaching in order to raise pupils’ achievement, so that more pupils, including the most able, make good progress, by making sure that:
  - expectations of what pupils can achieve are always high enough
  - the work set is always hard enough so that pupils, including the most able, are consistently challenged to make the best possible progress and achieve the highest standards
  - pupils are asked questions that deepen their understanding and extend their learning more often
  - pupils are always given clear guidance about what they need to do to improve their work, and checks are made that pupils respond to this advice when it is given
  - pupils have more opportunity to use and apply their mathematical skills and knowledge to solve practical problems in different subjects.

## Inspection judgements

### The leadership and management are good

- The headteacher leads the school very effectively and is well supported by the senior leadership team, staff and governors. They have responded well to the areas for improvement identified in the previous inspection. Their actions have led to improvements in the quality of teaching and raised pupils' achievement.
- There are rigorous systems to check how well pupils are performing. School leaders at all levels make good use of information about pupils' progress and achievement. They have a very clear and accurate view of where the school is performing well and where it could do better. Improvement planning focuses clearly on further improving teaching in order to raise achievement. For example, effective action has been taken following the weaker results in reading at the end of Key Stage 2 in 2014.
- School leaders, including middle leaders, closely monitor the quality of teaching and check and evaluate pupils' performance. Any underachievement is addressed by providing pupils with extra help and support if they need it. As a result, all groups of pupils in the school are making good progress, especially disadvantaged and vulnerable pupils. This shows the school's successful commitment to equal opportunity for all pupils.
- School leaders also use information about the quality of teaching and pupils' progress to check how well teachers are performing, and to identify where further support or training is needed. The school has invested strongly in developing the skills and knowledge of staff, especially middle leaders, and this has had a positive impact on improving the quality of teaching and raising pupils' achievement. Staff are working increasingly successfully to share best practice within the school, and are beginning to benefit from the school's challenge partnership with schools in Manchester and Blackpool.
- Information about pupils' achievement and the quality of teaching is also used when making recommendations about teachers' pay.
- The curriculum has recently been reorganised around a learning menu system. It is well planned, engages pupils effectively in their learning and promotes good behaviour. It is enhanced by a range of activities, clubs, trips and visits including sport, drama and culture. For example, older pupils were looking forward to a residential outdoor activities visit. Music is strong in the school and during the inspection a group of Year 5 and 6 pupils were performing in a concert at the Grand Theatre in Blackpool.
- Pupils take on responsibility in a variety of roles. The school council is elected, active and effective, and older pupils act as 'buddies' for younger pupils on the playground. They also help them with information and communication technology (ICT). The school actively celebrates other cultures and religions. For example, pupils have visited a mosque and a synagogue, as well as the local church. Together, these activities contribute to pupils' good spiritual, moral, social and cultural development, help to foster good relations and prevent discrimination, and ensure that pupils are well prepared for life in modern Britain.
- The school uses the pupil premium funding very effectively to support the learning of disadvantaged pupils in the classroom, individually and in small groups. In addition, it is used to provide extra support for vulnerable pupils and to improve links with parents. As a result, attendance has improved and any gaps in the performance of disadvantaged pupils are closing.
- The additional primary school sports funding has been used to improve provision and pupils' access to physical education by improving the skills and knowledge of staff, and enabling pupils to benefit from more specialist teaching. This has widened the range of sporting activities offered, and the school takes part in more competitions. Consequently, more pupils now participate in sports activities and competitions.
- Procedures for safeguarding pupils are fully in place and actively followed.
- The local authority has provided effective monitoring and support for the school which have contributed to improving the quality of teaching and raising achievement.
- **The governance of the school:**
  - Governors have a good understanding of the use and analysis of data about pupils' achievement and progress and how these are linked to the quality of teaching. Governors are well informed about the quality of teaching and pupils' achievement, and have a very clear knowledge of how the pupil premium is spent and the impact it is having on raising the achievement of disadvantaged pupils.
  - Governors are very supportive of the school and ambitious for its development. There is an effective committee structure and governors ensure that school leaders are held to account by asking probing questions and by setting challenging targets as part of the headteacher's appraisal. They also make sure that pupils' achievement and progress are taken into account when making decisions about teachers' pay. They undertake regular training to keep themselves up to date and to improve their skills. Governors make sure that policies, including those relating to safeguarding, are reviewed, meet

requirements and are implemented effectively, and that the school's finances are sound and well managed.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils are keen to do well and have very positive attitudes to learning. They are attentive and behave well in lessons so that learning typically proceeds smoothly with no interruption.
- School records and discussions with pupils show that behaviour has improved and poor behaviour is rare. There are very few instances of racist or discriminatory behaviour. On the few occasions that pupils misbehave, staff act appropriately, consistently and effectively.
- Occasionally, a small number of pupils display challenging behaviour, but this is well managed. Pupils with behavioural difficulties are well supported, including close work with parents and specialist support staff when necessary. There is evidence of improved behaviour from these pupils.
- Inspectors observed good behaviour in lessons, in assembly and around the school. Pupils are considerate of one another and are polite to visitors. They play enthusiastically and safely together during breaks, and behave sensibly and responsibly in the hall at lunchtime.
- Pupils are proud of and enjoy coming to their school. Consequently, attendance has improved and is now much closer to average.

### Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils are very positive about feeling safe and well looked after in school. They have a very clear understanding of different kinds of bullying, including name calling and discrimination. They say that bullying is very rare in school. If it happened they would report it and are very confident that staff would sort it out quickly.
- In discussion, pupils showed a good knowledge of how to keep themselves safe in different situations, including when using the internet, on roads, and personal and fire safety.
- School leaders and staff work very closely and successfully with parents and external agencies to make sure that vulnerable pupils are safe and secure.
- All parents who responded to the Parent View survey think that their children are happy, safe and well looked after at school, and that behaviour is good. Inspection evidence supports this view.

## The quality of teaching is good

- The quality of teaching is good across the school. This was confirmed by the work in pupils' books and the school's records of pupils' progress and checks on the quality of teaching. This enables pupils in all classes to achieve well in reading, writing and mathematics.
- Staff set work that motivates and engages pupils in their learning, and there are good relationships between pupils and staff. Pupils say that they enjoy 'learning menu' lessons and using computers to help them to learn. They say that lessons are interesting and that they enjoy being challenged.
- For example, Year 3 pupils were engaged on a variety of activities mostly related to the Stone Age. Different groups of pupils had different tasks and challenges including research using the internet, writing, art and design. Pupils worked very well both independently and in groups and made good progress.
- Questioning is used well to reinforce pupils' knowledge and to check their learning but it is not used effectively enough to challenge pupils to deepen their understanding and extend their learning.
- Pupils' work is marked regularly. Staff use praise effectively but they do not always give pupils clear enough guidance on what they need to do to improve their work, nor do they always check that pupils respond to this advice when it is given.
- Although teaching overall is good, it is not yet outstanding. Staff typically have high expectations of what pupils can achieve but they are not always high enough. Staff do not always make sure that the work set is challenging enough to enable pupils, including the most able, to learn as well as they could. Pupils are not always given work that is hard enough to enable them to make the best possible progress and reach the highest standards.
- Teachers, teaching assistants and support staff work very well together to help pupils who find learning more difficult. This includes disadvantaged pupils eligible for the pupil premium, disabled pupils and those

who have special educational needs. This helps these pupils to make good progress and achieve at least as well as their classmates, and better in some cases.

### **The achievement of pupils** is good

- Overall, pupils make good progress during their time in the school. From starting points in the Nursery or Reception Year that are generally below to significantly below those typical for children's ages, they reach standards that are much closer to average by the end of Year 6.
- Standards at the end of Key Stage 1 in reading, writing and mathematics have risen since the previous inspection, although they remained well below average in 2014. The school's most recent data show further improvement, and pupils in Year 2 are on track to reach standards that are closer to average this year. This shows good progress from pupils' starting points. Evidence from observing learning in lessons and analysing pupils' work confirms that pupils in Year 1 and Year 2 are currently making good progress.
- Standards at the end of Key Stage 2 have also improved. In 2013, they were well below average in reading, writing and mathematics. In 2014, they were below average in writing and mathematics, although they remained well below average in reading. The proportion of pupils who made the progress expected of them was above average in all subjects, and the proportion who made more than the expected progress was above average in writing but below average in reading and mathematics.
- Inspection evidence and the school's most recent data show that all groups of pupils in Key Stage 2 are making good progress and achieving well. Year 6 pupils are on track to achieve improved results this year, particularly in reading, with a larger proportion making better than expected progress in all subjects.
- Pupils make good progress in reading because they have opportunities to read regularly and are well taught. Pupils' knowledge of phonics (letters and the sounds they make) is increasingly secure. The proportion of pupils who reached the expected standard in the Year 1 national phonics check has improved, although it was below average in 2014. Further improvement is expected this year.
- Pupils make strong progress in writing. They have many opportunities to write in a variety of styles in different subjects, especially at Key Stage 2.
- Pupils make good progress in mathematics and their basic numeracy skills are increasingly secure. However, there are too few opportunities for them to use and apply these skills to solve practical problems, both in mathematics and in other subjects.
- Disadvantaged pupils eligible for support through the pupil premium make good progress from their starting points and achieve well. They receive effective support if they need it and make good progress. Consequently, any gaps in achievement between them and other pupils have been closing. In 2014, the standards achieved by disadvantaged pupils in Year 6 were around three months behind non-disadvantaged pupils nationally in writing, about four months behind in mathematics, and about a year behind in reading. In comparison with other pupils in the school they were around two months ahead in reading, and a month ahead in mathematics and writing.
- Disabled pupils and those with special educational needs achieve well and make good progress. Their needs are clearly and accurately identified, and they receive good quality support. Consequently, they make progress at least as rapidly as other pupils, and better in some cases.
- The most able pupils achieve well and make good progress overall, because they are increasingly being given more difficult work. However, they are not always given work that is demanding enough to enable them to reach the highest levels and make the best possible progress.

### **The early years provision** is good

- Most children join the early years, either in the Nursery or the Reception Year, with skills and knowledge that are below or significantly below those typical for their age, especially in language and communication skills.
- Children make good progress and catch up quickly from their individual starting points. The proportion who achieved a good level of development at the end of the Reception Year improved in 2014, but remained below average. Children are increasingly well prepared to move into Year 1.
- The quality of teaching is good. Staff make sure that learning activities are purposeful and well focused, and that children are fully involved in their learning. Children have access to a broad range of indoor and outdoor activities in a vibrant and stimulating learning environment. For example, in a Reception class children worked enthusiastically on activities related to Chinese New Year, including measuring quantities and writing instructions on preparing food. They enjoyed this greatly and made good progress.

- Staff work well to meet the needs of individual and different groups of children. They check children's progress regularly and use this information to plan tasks and activities to further extend children's learning. However, in common with teaching across the school, staff do not always ensure that children are sufficiently challenged.
- There are strong links with parents, local nursery schools and the children's centre. These ensure that children settle quickly in the early years provision.
- There are also very good links with external agencies and providers. Vulnerable children, including those who are disabled, have special educational needs and those for whom the school receives additional funding, are well supported and make good progress from their starting points.
- Children behave well and show good attitudes to learning in a very safe and caring environment. They listen carefully to adults, concentrate on tasks, and work well together sharing and showing concern for others.
- The early years provision is well led. Staff are well trained and know how well children are doing. They have a clear view of where the provision can be improved, and achievement is rising as a result.

## 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

|                                |           |
|--------------------------------|-----------|
| <b>Unique reference number</b> | 119240    |
| <b>Local authority</b>         | Blackpool |
| <b>Inspection number</b>       | 453757    |

This inspection of the school was carried out under section 5 of the Education Act 2005.

|  |                                  |
|--|----------------------------------|
| <b>Type of school</b>                      | Primary                          |
| <b>School category</b>                     | Community                        |
| <b>Age range of pupils</b>                 | 3–11                             |
| <b>Gender of pupils</b>                    | Mixed                            |
| <b>Number of pupils on the school roll</b> | 459                              |
| <b>Appropriate authority</b>               | The governing body               |
| <b>Chair</b>                               | Karen Andrews                    |
| <b>Headteacher</b>                         | Kirsty Sutton                    |
| <b>Date of previous school inspection</b>  | 26 March 2013                    |
| <b>Telephone number</b>                    | 01253 621703                     |
| <b>Fax number</b>                          | Not applicable                   |
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