

# Cliffedale Primary School

Northcliffe Road, Grantham, Lincolnshire NG31 8DP

## Inspection dates

9–10 May 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The quality of teaching, learning and assessment is now good. Rigorous monitoring systems are in place that allow leaders to check the quality of teaching thoroughly. This ensures that all pupils receive a good standard of education.
- Leaders and governors have ensured that over recent years, standards in reading, writing and mathematics have been above national averages by the end of both key stages.
- Leaders have a very good understanding of how the pupil premium funding and the primary physical education (PE) and sport funding are allocated and monitored. They have a clear overview of the impact the funding is having on pupils' achievement.
- Disadvantaged pupils, including pupils who have special educational needs and/or disabilities, make good progress from their various starting points, in a wide range of subjects.
- Pupils behaviour is exemplary in classrooms, corridors and when playing on the playground. Instances of poor behaviour and bullying are extremely rare.
- Pupils experience a broad and balanced curriculum. There is a variety of extra-curricular activities, with opportunities for pupils to experience educational and residential visits.
- The recently appointed headteacher and deputy headteacher have the support of parents, staff and governors.
- The enthusiastic, experienced and knowledgeable governing body use their skills well in order to discharge their statutory duties effectively.
- Safeguarding is effective. Leaders have ensured that there is a robust system in place for staff to report any concerns they have regarding pupils' safety or welfare.
- Children in the early years make good progress from their various starting points. The learning environment both inside and outside is bright, stimulating and safe.
- The school's new assessment system is not yet fully embedded. As a result, teachers do not always plan the next steps in pupils' learning effectively.
- Teachers do not always move pupils on to more challenging work quickly enough. Consequently, some pupils do not achieve as well as they could.
- School improvement planning at all levels does not contain appropriate milestones or monitoring opportunities that enable governors to hold leaders fully to account for their actions.

## **Full report**

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

- Improve the quality of leadership and management by ensuring that:
  - school improvement planning at all levels contains appropriate monitoring opportunities and milestones in order for governors to hold all leaders fully to account
  - the new assessment system is fully embedded and used effectively by teachers to plan accurately for the next steps in pupils' learning.
- Improve the quality of teaching, learning and assessment by ensuring that:
  - teachers move pupils on to challenging work quickly, so that more pupils achieve at the higher levels in reading, writing and mathematics.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since her appointment in September 2016, the headteacher has done much to gain the trust and respect of parents, staff and governors. One parent commented, 'The headteacher is a happy, positive person who has already made a real difference.'
- Leaders, staff and governors have created a warm and nurturing environment where children thrive. Classrooms and shared areas are well resourced, bright and stimulating places that celebrate pupils' work and achievements.
- Leaders assess and track pupils' progress carefully in reading, writing and mathematics. Pupil progress meetings are held with teachers to discuss any pupils who may be falling behind. Consequently, these pupils are identified quickly and given the help they need in order to catch up.
- Leaders have developed an appropriate and diverse monitoring timetable that allows them to check carefully the work of other staff. For example, lesson observations, work scrutinies and pupil questionnaires give valuable information on how a certain aspect of the school is performing. Feedback given to teachers after such monitoring activity is detailed, useful and welcomed.
- Leaders have ensured that strong links exist with staff at other local schools. As a result, subject leaders and class teachers can share good practice and moderate pupils' work to ensure that their assessment judgements in reading, writing and mathematics are accurate.
- Performance management procedures are robust. Teachers, including the headteacher, receive appropriate targets relating to specific areas on the school development plan.
- The pupil premium champion has an excellent overview of pupil premium funding, its allocation and its impact on pupils' progress. She is knowledgeable, well trained and has introduced a robust system for ensuring that the funding is spent appropriately. Pupils receive specific targets that are regularly assessed by adults to ensure that good progress is being made.
- Leaders responsible for English and mathematics are enthusiastic and knowledgeable. They have a good understanding of the strengths and development areas in their subjects and use a range of monitoring opportunities to ensure that staff are carrying out new initiatives appropriately and effectively.
- At the time of the inspection, leaders responsible for special educational needs and for the early years were both absent. The headteacher and deputy headteacher are standing in for them during this period and are providing a good level of support to both staff and pupils alike.
- Leaders have developed a broad and balanced curriculum that provides equal opportunities for all and enables pupils to develop knowledge and skills in a variety of subjects. The 'Cliffedale Challenge' encourages pupils to complete 50 wide-ranging activities before they leave the school, for example write a letter to someone famous, and raise money for a charity.
- The additional primary PE and sport funding has been spent very effectively. The

school uses a local organisation to enable pupils to receive specialised coaching in a number of sports, including rugby, athletics and boxercise. Staff have all received training in these areas. Pupils have experienced many competitions, including in netball, football, indoor athletics, soft badminton, swimming and indoor athletics. Clifedale pupils are the current area cross-country champions. Playground leaders from Years 5 and 6 have been trained successfully to organise activities for younger pupils at lunchtimes. The funding has also been allocated to purchase sports equipment, playground markings and inspirational visitors to school assemblies. The visitors have spoken to the pupils about healthy eating, overcoming adversity and the importance of having good emotional health and well-being.

- Parents with whom inspectors spoke at the start of the day and those who completed the Ofsted parent questionnaires are supportive of the school. They state overwhelmingly that their children are kept safe, feel happy and are making good progress.
- The new assessment system is not yet fully embedded and used effectively by all teachers. Consequently, some tasks are not sufficiently challenging for pupils in reading, writing and mathematics.
- Leaders' action plans do not contain necessary milestones and monitoring opportunities. Consequently, governors cannot currently hold leaders fully to account for their actions.

### **Governance of the school**

- The appropriately trained and experienced governing body possesses a good mix of knowledge and skills that help to support the strategic development of the school. Governors receive a wide variety of information from senior and middle leaders regarding their particular area of responsibility. For example, in January, the pupil premium champion presented an update to the governing body regarding the allocation and monitoring of the pupil premium funding.
- Governors are aware of the school's strengths and areas for development; however, they recognise that action planning at all levels needs to improve. They are passionate about the school and are keen for the whole child to be developed, ensuring that opportunities are made available for pupils in sport, art and music.
- Governors visit the school regularly to carry out monitoring activities. Recent examples include an examination of the learning environment and standards in both mathematics and in the early years. A thorough safeguarding audit recently highlighted areas of good practice and some small areas for development. Once these monitoring activities have been completed, comprehensive reports are written and fed back to the remaining governors at the next meeting.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders ensure that rigorous checks are made on volunteers and new staff before they are allowed to work with pupils. The single central record is well maintained, updated and monitored.

- The designated safeguarding leads are knowledgeable and well trained. There is a strong system in place for staff to record any concerns they have regarding pupils' safety or welfare. Safeguarding records are well maintained and show clearly that pupils and their families receive any extra support they require in a timely fashion. There are good links with outside agencies, including family support, social care and the child and adolescent mental health services (CAHMS).
- Staff and governors have received appropriate training in child protection, safeguarding and the 'Prevent' duty. Consequently, there is a strong safeguarding culture within the school and adults are alert to the possible dangers pupils may face regarding extremism and radicalisation.

### **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching, learning and assessment has improved since the last inspection, and is now good across the school.
- A consistent approach exists across key stages 1 and 2 regarding the planning and delivery of lessons in reading, writing and mathematics. As a result, teachers are clear about what is expected of them and leaders can check that the systems are being used effectively.
- Spelling, punctuation and grammar skills are taught well because pupils are given regular opportunities to use these skills in pieces of extended writing in English and in other subjects across the curriculum. As a result, pupils make good progress in writing.
- Pupils are encouraged to develop and use a wide variety of vocabulary in their writing. For example, a Year 5 pupil, in a piece of descriptive writing wrote, 'the foul stench made his nostrils sting'.
- Teachers provide good opportunities for pupils to develop their problem-solving skills in mathematics. There are also opportunities for pupils to reason, justify and explain their answers. This allows teachers to explore pupils' mathematical misconceptions and therefore revisit any areas of the curriculum that have not been fully understood.
- The teaching of phonics is a strength. Adults possess good subject knowledge and make sessions fun and engaging for pupils. Teachers use a wide range of strategies that help to develop pupils' knowledge of letter sounds and widen their vocabulary. This helps pupils to make good progress in developing early reading skills.
- Pupils across the school enjoy reading and carry out the activity readily, both at school and at home. Younger pupils use phonics skills to decode unknown words and older pupils talked enthusiastically about their favourite authors, including David Walliams and JK Rowling.
- Teaching assistants are deployed effectively. They provide good support to pupils who require extra help and encourage independence by allowing some activities to be completed solely by the pupil.
- Homework activities build on a wide range of curriculum subjects, including science, art, and design and technology. Pupils say they enjoy these extra challenges as they either reinforce what has been learned previously or help prepare them for new, upcoming topics. For example, pupils in Years 1 and 2 were asked recently to use

addition strategies they had been learning to solve worded problems.

- End-of-year reports are detailed. They contain relevant comments regarding pupils' achievements and their next steps. Pupils display a piece of work they are proud of on the front of the report and comments made by the headteacher are encouraging and personal.
- Teachers do not always provide pupils with tasks that challenge them sufficiently. Consequently, not as many pupils achieve at the highest levels in reading, writing and mathematics as they should.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident, resilient and eager learners. They thrive and work together extremely well, in a calm and harmonious atmosphere that is evident in all classrooms. Pupils are enthusiastic about their work and are keen to discuss the activities they are undertaking.
- Pupils, parents and staff are unanimous in their view that incidents of bullying are extremely rare. Pupils have a very good understanding of the different forms that bullying can take and are confident in staff to diffuse any disagreements quickly and fairly.
- Pupils have a very good understanding of how to keep themselves safe. A recent Year 5 and Year 6 class assembly and a subsequent parents' meeting helped to reinforce the importance of pupils staying safe online and the potential dangers of social media.
- Pupils are prepared well for life in modern Britain. They speak knowledgeably about faiths and places of worship different to their own. Pupils are also aware of British values. Displays around the school help to remind pupils about, for example, democracy, tolerance and respect.
- Pupils are rightly proud of their work. Displays around school, including a 'wall of magnificence' and 'wow walls', allow best pieces of work to be displayed for others to admire.
- Recent visitors to assemblies have helped pupils to develop knowledge and understanding about topics such as perseverance and how best to deal with potential failure. Further visitors have helped pupils to realise the importance of their own emotional health and well-being.
- Pupils enjoy educational visits that help to enhance the curriculum. Recent examples include a Year 5 visit to Conkers and a Year 3 and Year 4 visit to Twycross Zoo. The Year 6 pupils are particularly looking forward to the upcoming week-long residential in Malham.

### Behaviour

- The behaviour of pupils is outstanding.
- Pupils have exemplary conduct in classrooms, corridors and when playing outside at breaktimes and lunchtimes. They treat each other, staff and visitors courteously and respectfully, for example holding doors open and cheerfully greeting visitors who enter their classrooms.
- Pupils have a positive attitude to school and understand how to be successful learners. As a result, incidents of low-level disruption are rare, therefore enabling pupils to make strong progress in a wide range of subjects.
- Pupils show respect for equipment and resources that belong to the school. Consequently, classrooms and shared resource areas are kept neat and tidy.
- Relationships between adults and pupils are extremely positive. Pupils respond quickly to instructions, allowing lessons to flow smoothly and without interruption.
- Levels of attendance are above national figures and have been over a number of years. There are strong systems in place to check that absent pupils are safe. Persistent absence levels are below national figures and there have been no exclusions or fixed-term exclusions over recent years.

### Outcomes for pupils

**Good**

- Evidence seen in pupils' books, in lessons and information provided by the school indicate that pupils, including disadvantaged pupils, make good progress from their various starting points in reading, writing and mathematics.
- Inspection evidence and current assessment information provided by the school indicate that large proportions of pupils, including disadvantaged pupils, are currently working at age-related expectations in reading, writing and mathematics.
- Leaders and teachers carefully analyse assessment information. Any pupils who fall behind, including those pupils who have special educational needs and/or disabilities, are identified quickly and given the support they need in order to catch up.
- Over recent years, standards of attainment in the Year 1 phonics screening check and in the tests at the end of key stages 1 and 2 in reading, writing and mathematics have been higher than national figures. Progress made by pupils during key stage 2 has recently been broadly in line with the national average. Pupils are therefore well prepared for the next stage in their education.
- In the 2016 tests, the number of pupils achieving at the higher level in reading, writing and mathematics in key stage 1 was lower than that seen for other pupils nationally. The number of Year 6 pupils achieving at the higher level in writing was also lower than that seen for other pupils nationally.
- Teachers are regularly moderating pupils' work with other schools in the cluster. This ensures that the judgements being made are rigorous and accurate.

### Early years provision

**Good**

- Children enter the Reception class with a wide variety of knowledge and skills. Staff make setting visits before children start school and there are strong links with local nurseries and other outside agencies, for example the speech and language team. Consequently, staff have a good knowledge of children before they start school and this helps children to settle quickly and make strong progress.
- Attainment has been consistently high over the last three years. The proportion of children who achieved a good level of development in 2016 was just above that seen for other pupils nationally.
- Staff ensure that children are assessed regularly and accurately in a wide range of areas, including reading, writing and number. Parents are encouraged to contribute to this process through an online tool. This information enables staff to have an accurate picture of children's abilities and therefore plan carefully for the next steps in their learning.
- The leader responsible for the early years is currently absent. However, the deputy headteacher is experienced in the early years and is currently supporting children, staff and parents very well.
- The learning environment in both Reception classes is stimulating and covers all areas of learning. There are plentiful opportunities for children to practise their writing and number skills. There is also a well-resourced outdoor area that promotes physical development well.
- The behaviour of children while completing activities is good. This is because the activities are interesting and stimulating and the highly competent staff ask skilful questions in order to deepen children's knowledge and understanding.
- Children in the early years are well prepared for the next stage in their education. This is because the quality of teaching provided by adults is consistently good. Transition between Reception and Year 1 is planned carefully in the summer term to ensure that children are fully prepared for the fresh challenge of the Year 1 curriculum.
- Safeguarding is effective. Staff have had appropriate training and are aware of the procedures that are in place to report any safeguarding concerns they may have. Parents are as equally positive about the provision in the early years as they are about the provision in the rest of the school.



## School details

Unique reference number	120393
Local authority	Lincolnshire
Inspection number	10031135

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair	Andy Nix
Headteacher	Sarah Eade
Telephone number	01476 568740
Website	<a href="http://www.cliffedale.org">www.cliffedale.org</a>
Email address	<a href="mailto:enquiries@cliffedale.lincs.sch.uk">enquiries@cliffedale.lincs.sch.uk</a>
Date of previous inspection	24–25 March 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is larger than the average-size primary school.
- The proportions of pupils from minority ethnic backgrounds and those pupils who speak English as an additional language are lower than the national averages.
- The proportion of pupils who have special educational needs and/or disabilities is slightly above average.
- The proportion of disadvantaged pupils supported by the pupil premium is well below average.
- 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.

## Information about this inspection

- Inspectors observed lessons in all classes and examined a wide variety of pupils' books from a range of subjects.
- Inspectors held a range of meetings with the headteacher and deputy headteacher, subject leaders and other leaders, a group of governors, and a representative from the local authority. They spoke with pupils in groups, in lessons and around the school, and listened to them read.
- Inspectors scrutinised a range of documents, including minutes of governing body meetings, current assessment information provided by the school, the school development plan, plans written by English and mathematics subject leaders and records relating to safeguarding.
- Inspectors gained the views of parents by talking with them before school and taking into account the 45 responses to Parent View and 44 responses to the parent free-text service. There were also 14 responses to the staff survey and 94 to the pupil survey that were taken into account.

## Inspection team

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Her Majesty's Inspector

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Ofsted Inspector

Heather Hawkes

Ofsted Inspector

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