

Inspection of Clarendon Road Community Primary School

Clarendon Road, Eccles, Manchester M30 9BJ

Inspection dates: 3–4 March 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are at the heart of everything that this school does. They feel safe, happy and 'all part of one family'. The pupils spoken with said that they know what to do if they have any worries or concerns and that staff are there to help them. They said that bullying is rare and is dealt with well if it happens. They understood how the 'school spirits' encourage them to make good choices.

Leaders have high expectations for every child. The whole staff team is working well to close gaps in pupils' learning.

Pupils experience much success in sport. The school held the title of Salford Primary School of the Year because of its sporting provision. Unsurprisingly, the trophy cabinet is full.

The school is proud to be recognised as a School of Sanctuary. Pupils arriving new to the school bring a wealth of home languages with them. There are currently 23 different languages spoken by these pupils. Parents and carers see the school's diversity as one of the main strengths. The pupils share the same sense of pride, recognising that Clarendon Road is a 'welcoming and diverse community'.

What does the school do well and what does it need to do better?

The new headteacher has dealt with instability in staffing well and has appointed a number of senior leaders and new staff. She and governors have a good understanding of the school's strengths and areas for improvement.

Leaders have made sure that previous gaps in pupils' learning are being addressed. They have thought carefully about the curriculum. This includes thinking about what they want pupils to learn and by when. Many subjects are now well planned, including mathematics, science and history. Pupils' learning is organised logically. This helps them to know and remember more. In other subjects, such as art and design and music, curriculum planning is not as well developed. Teachers have good subject knowledge. They deliver different subjects well. This helps pupils to achieve well across the curriculum.

Leaders are experienced in providing support for pupils who regularly arrive from overseas with no spoken English. This presents a real challenge for leaders, but they deal with it well. Such pupils are readily welcomed into the school community.

Pupils with special educational needs and/or disabilities (SEND) have access to the full curriculum. They are supported in their learning, which helps them to achieve well. Leaders understand the challenges faced by disadvantaged pupils and their families. These pupils are helped to make a confident start to school life. For example, they now attend school more regularly. Younger children are supported to develop their early speech and language skills. In 2019, a greater proportion of

disadvantaged pupils achieved the expected standard in reading, writing and mathematics at the end of key stage 2. Even so, they did not attain as well as other pupils nationally. Leaders recognise that there is more to do to make sure that this group of pupils are even better prepared for the next stage in their education.

There has been instability in staffing over recent years. During this time, pupils have not always achieved as well as they could in reading. For example, pupils' progress was well below average by the end of Year 6 in 2019. As a result, leaders have made reading a high priority across all classes. They keep a careful check on pupils' progress through the planned reading curriculum. Children learn about phonics as soon as they enter the early years. Leaders ensure that pupils read books that match their phonics ability. They also make sure that staff listen to all pupils read regularly. Adults provide extra support for pupils who need to catch up. They help younger children to develop confidence in their reading skills and older pupils to become more fluent readers. There is a real focus on reading for pleasure and parents appreciate this. As one parent said, 'The school has fostered a love of reading in my child; I can't thank them enough.' Pupils' attainment in early reading is improving. In 2019, the proportion of pupils who achieved the expected standard in reading by the end of key stage 1 was above the national average.

Pupils' personal development is a priority. Their spiritual, moral, social and cultural development is well developed. This supports their positive behaviour. British values are taught and brought to life through exciting projects. Pupils have formed their own political parties, campaigned and held elections. Pupils are enthusiastic about the different ways the school involves them. They recognise how the four different pupil councils have a positive impact on school life. The eco-councillors were proud to have gained the 'eco gold award' and to have won a competition to improve the school garden.

The early years curriculum has been well thought through to meet children's needs. Classrooms fully support the curriculum and are rich in opportunities for language development. The children are enthusiastic learners and play well together. Staff work alongside parents to support children's learning at home. They provide workshops in phonics, early reading and early mathematics. Children in the early years achieve well. They are ready for the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. All staff know how to keep children and pupils safe. They know how to report any concerns they may have about a pupil's safety or well-being. Safeguarding records are detailed and well managed. Governors make sure that appropriate checks are carried out on new staff.

Leaders are alert to circumstances when a family may need early help. They ensure that appropriate support is in place where needed. Various courses are available to

help families with their finances, housing and getting back into work. The early help team is approachable and accessible to those families most in need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans in a few subjects, such as music and art and design, are not coherently planned and sequenced. This means that pupils' learning does not always build on what they already know. Leaders should embed the recent changes made to curriculum plans to ensure that all subjects are delivered to the same high standard. Ofsted's transition arrangements were used on this inspection to confirm that pupils benefit from a good quality of education.
- The impact of leaders' plans to improve the attainment of disadvantaged pupils has not been fully realised in all parts of the school. As a result, disadvantaged pupils at the end of key stage 2 do not achieve as well as they could. Leaders should redouble their efforts to overcome the barriers which these pupils face so that they are better prepared for the next stage of their education.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105902
Local authority	Salford
Inspection number	10136012
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair of governing body	John Jenkinson
Headteacher	Rachel Gallagher
Website	www.clarendonroadschool.org
Date of previous inspection	14–15 June 2016, under section 5 of the Education Act 2005

Information about this school

- There have been several staffing changes since the last inspection. The headteacher was appointed in January 2019. A new deputy headteacher, an early years leader and three newly qualified teachers joined the school in September 2019.

Information about this inspection

- We carried out this inspection under section 5 of the Education Act 2005.
- During the inspection, we spoke with pupils about their work and school life. We spoke with members of the governing body, a representative from the local authority, the senior leadership team and members of staff.
- We reviewed a range of documentation, including documentation about attendance, safeguarding and checks undertaken on newly appointed staff.
- We considered the 45 responses to Ofsted’s online survey, Parent View and the 33 responses from the online staff survey. There were no responses to the pupil survey.

- We did deep dives in the following subjects: reading, mathematics, science and music. This entailed discussions with subject leaders; visits to lessons; looking at examples of pupils' work; discussions with teachers; discussions with pupils and listening to pupils read. We also reviewed teachers' plans and pupils' work in history and art.

Inspection team

Jackie Stillings, lead inspector

Her Majesty's Inspector

Suzanne Blay

Ofsted Inspector

Sue Dymond

Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020