

# Inspection of a good school: Claypool Primary School

Salisbury Road, Horwich, Bolton, Lancashire BL6 6LN

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Inspection dates:

11 and 12 January 2022

## **Outcome**

Claypool Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy coming to this caring and nurturing school. They said that they feel safe and are happy. Pupils appreciate the way that staff show them respect. They said that staff are kind and always have time to listen to them. Pupils and staff are genuinely proud to be part of the 'Claypool family'.

Leaders are ambitious for all pupils. The pupils spoken to all agreed that 'everyone is valued, inspired and nurtured'. Pupils enjoy learning. They live up to the school motto and strive to see that 'it is always possible' to achieve their best.

Pupils behave well. They are kind and caring. Younger pupils talked with excitement about how they will be called the 'beacons of light' in Year 6. They said that this is when they are the role models for all pupils in the school. Pupils know what bullying is. They said that if it should ever happen, their teachers would help them to stop it quickly.

Pupils take part in a wide range of clubs after school. They enjoy representing the school in many different sporting competitions. Pupils wear bronze, silver and gold stars on their collars with pride. These are given to pupils to acknowledge their contribution to school life.

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

Leaders have a clear overview of the school's strengths and where it could improve. They have created a curriculum that is ambitious and reflects their high aspirations for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils study a wide range of subjects. They are prepared well for the next stage in their education.

Leaders have carefully considered the essential knowledge that they want children in the early years and pupils across the rest of the school to learn. Curriculum content is ordered

logically so that pupils build on what they already know. Staff have strong subject knowledge. In lessons, staff check what pupils have learned. They address misconceptions quickly and give extra support to pupils if needed.

Children in the early years quickly settle into classroom routines. Pupils behave well in lessons. They listen carefully and concentrate because they want to learn. This means there is little disruption to pupils' learning.

Leaders have effective systems in place to identify the needs of pupils with SEND. Staff, including those in the early years, are skilled at providing support for these pupils. As a result, pupils with SEND achieve well.

Subject leaders are knowledgeable and passionate about their subjects. They have received the training that they need to lead their subject well. In most subjects, leaders check how well the curriculum is being delivered. However, due to the pandemic, some subject leaders are at an early stage of checking how well the curriculum is helping pupils to gain the knowledge that they should. They are, therefore, unsure if pupils achieve as well as they can in these subjects.

Leaders have made sure that the teaching of reading is a priority. Across the curriculum, books are selected that develop pupils' vocabulary and help to bring their learning to life. Pupils display good attitudes to reading. The phonics programme is well structured and systematic. Staff have received the training that they need so that they can teach phonics well. They select books that are closely matched to the sounds that pupils already know and are learning in class. Staff regularly check the progress that pupils make. Extra support is put in place for any pupils who need to catch up. Leaders' actions have ensured that pupils achieve well in reading.

Leaders have made sure that the curriculum provides pupils with many opportunities to enhance their personal development. Pupils talked sensibly about a range of issues, for example respecting difference and what makes a good friend. Pupils are keen to take on roles and responsibilities. They especially enjoy being buddies to younger children when they start in early years. Leaders and staff encourage all pupils to be kind whenever possible. Their acts of kindness are celebrated through awards and celebration weeks.

Staff are proud to work at the school. They said that leaders and governors treat them with respect. This helps them to feel valued. Staff appreciated the way that governors checked in with them throughout the pandemic.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a safe and secure environment where the safety of pupils is a priority for all staff. Clear policies and procedures make sure that staff know their responsibilities for safeguarding. Staff receive relevant and regular training and updates. They know what to do when they have any concerns about a pupil. Staff work well with other agencies and professionals to keep pupils safe.

Leaders have made sure that across the curriculum there are a wide range of opportunities for pupils to learn how to stay safe. Pupils have a detailed understanding of how to stay safe online. They know what action to take if they ever feel unsafe.

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

### **(Information for the school and appropriate authority)**

- Due to the pandemic, in some subjects, leaders have not checked the implementation and impact of the curriculum. This means that they do not have a clear understanding of what is going well and what needs to be improved. Leaders should ensure that subject leaders check the quality of education so that pupils achieve as well as they can in all subjects.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2013.

## **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 information from Ofsted Parent View 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

<b>Unique reference number</b>	105195
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10212413
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	247
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Elaine Gilmore
<b>Headteacher</b>	Amanda Hulme
<b>Website</b>	<a href="http://www.claypool.bolton.sch.uk">www.claypool.bolton.sch.uk</a>
<b>Date of previous inspection</b>	8 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The school uses one alternative provider.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- During the inspection, the inspector carried out deep dives in early reading, physical education and mathematics. These involved visiting lessons with subject leaders, discussing curriculum plans, talking to pupils and teachers and looking at pupils' work.
- The inspector held meetings with the headteacher, the deputy headteacher and members of the governing body, including the chair of governors.

- The inspector observed pupils reading to a familiar adult. She also held discussions with the subject leaders for history, computing and music.
- The inspector checked leaders' safeguarding procedures. She viewed a range of safeguarding documentation.
- The inspector considered the responses to Ofsted Parent View and spoke to parents and carers at the start of the school day. The inspector also reviewed the responses to the pupil and staff questionnaires.
- The inspector observed pupils' behaviour at playtimes, lunchtime and during lessons. Pupils also talked with the inspector about their views on their school.

### **Inspection team**

Julie Barlow, lead inspector

Her Majesty's Inspector

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