

Inspection of Claremont Primary and Nursery School

Claremont Road, Nottingham, Nottinghamshire NG5 1BH

Inspection dates: 13 and 14 December 2022

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?

Claremont Primary and Nursery School is a place where pupils come first. There is a nurturing ethos throughout the school. Pupils are happy to come to school and they feel safe. Pupils who are new to the school soon feel at home. One pupil explained, 'Coming to this school was the best thing I ever did.'

Adults expect pupils to do their best. Leaders encourage pupils to 'do the right thing because it is the right thing to do'. Pupils live up to these expectations. They work hard and behave well. The school is calm and orderly. Lessons are rarely disrupted, which means that pupils can concentrate on their work.

Bullying is very rare. Pupils are confident that if bullying happens, adults will stop it straight away. Pupils know that everyone is different, and they treat each other as individuals.

Parents and carers are overwhelmingly positive about the school. They value the care and support that staff give to the pupils. One parent summed this up by saying, 'This is a great school with staff who really care about the education and well-being of every child.'

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

Leaders and governors have worked with determination to continue to improve the quality of education at the school. They have made some significant changes to the curriculum in recent months. All subjects have a clear and coherently designed curriculum in place. Leaders have thought carefully about the knowledge that they want pupils to know and remember from the early years through to Year 6. Leaders have high aspirations for all pupils to 'love learning for a lifetime'.

Teachers have a strong subject knowledge of the subjects they teach. They check pupils' understanding in lessons. Pupils know what to do to improve their work. In some subjects, the delivery of the intended curriculum is not as effective as it could be. This is because some subject leaders have not checked that the curriculum is being taught as they intend.

Leaders make reading a high priority. Pupils learn to read and love to read. In Nursery, this starts with children listening to stories and joining in with repeated phrases. In Reception and Year 1, pupils build on this through daily phonics lessons. They read books matched to the sounds they know. They practise reading these books often. Teachers support pupils to catch up quickly if they struggle to read. Older pupils love reading a wide variety of texts and books. Leaders have thought carefully about the range of books that they want pupils to read. They represent difference and diversity. Pupils are able to identify with the characters in some of the stories.

Pupils with special educational needs and/or disabilities receive a variety of support to access the curriculum. This can be through structured support for learning in the classroom or adapting resources. It can also be through additional adults working with small groups or individuals. This support enables pupils to learn more of the curriculum. Pupils also benefit from having time with pastoral staff to support their well-being.

Pupils who speak English as an additional language receive effective support and achieve well. Pupils feel well looked after. They speak highly of the inclusivity of the school. One pupil told the inspectors, 'Everyone is treated equally. I started this school in September and feel like I have been here for ever.'

Pupils behave well in lessons and around the school. They value the rewards that they receive for trying their best. Pupils play happily together on the playground. Children in the early years soon settle in and make friends. At the moment, the number of pupils who are regularly absent from school is too high. Some pupils are missing out on vital learning.

Through the wider curriculum, pupils learn about life in modern Britain. Visits to places of worship help pupils understand other cultures and beliefs. Pupils are proud of the roles and responsibilities they hold in school. Science ambassadors help to arrange competitions and science weeks. Lunchtime monitors help in the hall and on the playground. Pupils access a range of clubs after school. These help to develop pupils' talents and interests.

Senior leaders and governors take great care to look after staff's well-being. They consider the workload of staff before making any changes. Most staff feel valued, and consequently they enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained well to recognise if a pupil may be at risk of harm or needs help. There are clear reporting systems in place. Leaders respond straight away when staff report concerns. They work well with external agencies to ensure that pupils and their families get the support they need to stay safe.

Governors make regular checks to make sure that the school is a safe place for pupils to be. The checks that are made on new members of staff before they join the school are comprehensive.

Pupils learn how to keep themselves safe, including when they are using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject leaders are new to their roles and have only recently begun to check how well key knowledge and skills are being taught. In some instances, the implementation of the curriculum is not as focused as it could be on developing and extending pupils' knowledge. Leaders should continue to ensure that these subject leaders develop their evaluation of the curriculum. They should help subject leaders to improve their support and guidance to teachers and, in turn, ensure that the curriculum is delivered in line with the school's expectations.
- The attendance of some pupils is not good enough. As a result, they miss too much learning and do not achieve as well as they could. Leaders and staff should continue to work with children and their families to reinforce attendance expectations and to make sure that pupils attend school regularly so they can achieve their full potential.

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.

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	122702
Local authority	Nottingham
Inspection number	10240413
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair of governing body	Lesley Phair
Headteacher	Robert Campbell
Website	www.claremontnottingham.co.uk
Dates of previous inspection	2 and 3 November 2021, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher, the deputy headteacher and a range of staff, including early career teachers.
- The lead inspector met with members of the governing body, including the chair of the governing body. She also met with a representative of the local authority.
- To evaluate the effectiveness of the school's arrangements for safeguarding, the inspectors reviewed school policies, procedures and records. The inspectors met

with the designated safeguarding lead and spoke with staff, governors and pupils about the school's approach to keeping pupils safe.

- The inspectors carried out deep dives in early reading, mathematics, science, history and geography. For each deep dive, the inspectors met with subject leaders to discuss the curriculum, spoke with teachers, and spoke with pupils about their learning. The inspectors visited lessons and looked at samples of pupils' work. The inspectors observed pupils reading to a familiar adult.
- The inspectors observed pupils' behaviour in lessons and around school. They considered responses to Ofsted Parent View, including free-text comments. The inspectors met with groups of staff and pupils and considered the responses to Ofsted's staff survey.

Inspection team

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