

# Inspection of a good school: Clifton Primary School

Wroe Street, Clifton, Swinton, Manchester M27 6PF

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Inspection dates: 1 and 2 March 2023

## **Outcome**

Clifton Primary School continues to be a good school.

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

Pupils, including children in the early years, enjoy attending this caring, friendly school. Pupils are confident that staff will listen and support them if they have any worries. This helps pupils to feel safe at school.

Pupils know that leaders and teachers expect the best of them. They try hard to meet these expectations by being kind to each other and behaving sensibly. Pupils enjoy being rewarded for making positive choices so that they can collect owl points. They are keen to be nominated to feature on the kindness tree.

Pupils learn to treat everyone equally, regardless of difference. For example, pupils told the inspector how they learned about different types of families during the recent LGBTQ+ week. Any bullying is dealt with quickly and effectively by staff so that it does not continue.

Leaders are ambitious for all pupils to succeed, including those with special educational needs and/or disabilities (SEND). Pupils work hard in their lessons. They achieve well.

Many pupils spoke enthusiastically about the trips and activities that they have enjoyed. For example, a recent trip to an air-raid shelter helped to bring pupils' learning in Year 6 about the Second World War to life.

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

Leaders have designed a broad and ambitious curriculum for all pupils, including those with SEND.

In most subjects, leaders have carefully organised the curriculum so that pupils build logically on what they know already. Leaders are clear about the most important knowledge that pupils should learn from the Nursery Year to Year 6. This helps pupils to build on their prior learning when they encounter new concepts. However, in a small

number of subjects, leaders are less clear about the building blocks of knowledge that pupils must gain. On occasion, this hinders teachers in designing learning. It also makes it harder for pupils to link new knowledge to earlier learning.

Leaders have ensured that teachers have the expertise to explain new ideas clearly. Staff check regularly whether pupils' understanding is secure before moving on. They use this information to adapt their teaching so that pupils can revisit learning that they have not grasped fully. In the main, pupils remember what they have learned.

Leaders have recently strengthened the reading curriculum. They have prioritised the teaching of phonics. Staff are equipped well to deliver the phonics programme effectively. Teachers ensure that the books that children in the early years, and pupils in key stage 1, read are matched to the sounds that pupils have learned. This is helping pupils in key stage 1 to read more accurately and confidently than in the past. Older pupils in key stage 2 enjoy reading often, both in school and at home. They are delighted when leaders reward their reading achievements, for example on 'hot chocolate Fridays'.

Leaders have developed thorough systems to identify the needs of pupils who may have additional needs. Leaders ensure that teachers understand the best ways to support these pupils in lessons. When needed, leaders and staff work with a range of agencies so that pupils with SEND receive more specialised support. Leaders plan this support carefully so that these pupils do not miss out on their curriculum learning.

Pupils listen attentively in lessons and engage positively with their learning. They show respect to each other and conduct themselves well around school. Learning is rarely disrupted. Children in the early years settle quickly and learn to follow routines and instructions.

Leaders are currently working with a small number of pupils who find it more difficult to make positive behaviour choices. The support that these pupils receive is helping them to improve their behaviour.

Leaders have carefully considered the wider opportunities that they want pupils to experience at school. Some of these, such as horse riding, swimming and engaging in moral debates, are designed to encourage pupils to try new things. This helps them to develop self-confidence and resilience. Pupils have learned about the importance of tolerance and respect for others. They are well prepared for life in modern Britain.

Leaders provide many opportunities for pupils to be involved in school life. Pupils value these experiences. They are proud to represent their peers in the pupil parliament, as golden owls and sports leaders. Through these positions of responsibility, pupils learn to articulate their ideas to staff confidently.

Governors work closely with leaders and staff. They provide an appropriate balance of challenge and support to leaders. Staff are proud to work at this school. They appreciate the steps that leaders have taken to support them with their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders take their safeguarding responsibilities seriously. Staff are trained thoroughly to be vigilant to potential signs of harm. They follow robust procedures to report any concerns. When leaders receive these reports, they take action swiftly.

If pupils need additional help, leaders work effectively with agencies such as the police and the local authority. Leaders follow up any concerns until they are sure that pupils have received appropriate help.

Leaders ensure that pupils learn about ways to keep themselves safe. For example, they learn about online safety and the dangers of busy traffic.

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

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

- In a small number of subjects, leaders are still finalising their curriculum thinking to ensure that pupils' learning is ordered logically over time. As a result, teachers are not clear enough about how new knowledge relates to pupils' earlier learning in these subjects. This hinders pupils' learning. Leaders should ensure that they are clear about what they want pupils to know, and in what order teachers should deliver this subject content.

## **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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2012.

## 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

<b>Unique reference number</b>	105907
<b>Local authority</b>	Salford
<b>Inspection number</b>	10226315
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	300
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jackie Elliott
<b>Headteacher</b>	Laura Jones
<b>Website</b>	<a href="http://www.cliftonprimary.com">www.cliftonprimary.com</a>
<b>Date of previous inspection</b>	11 May 2017, under section 8 of the Education Act 2005

## Information about this school

- The headteacher, senior leadership team and chair of governors have all been appointed since the school was last inspected.
- Leaders do not make use of any alternative provision for pupils.

## Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector completed deep dives in these subjects: early reading, mathematics and religious education. He met with subject leaders, visited lessons, reviewed pupils' work and spoke with teachers and pupils. The inspector listened to pupils reading to a familiar adult.
- The inspector also spoke to leaders about the curriculum in other subjects, including history and science.

- The inspector scrutinised a range of documentation. He spoke to the headteacher and senior leaders throughout the inspection. He also met with the SEND coordinator.
- The inspector met with members of the governing body, including the chair of governors. He also spoke with a representative of the local authority by telephone.
- The inspector held meetings with the staff responsible for safeguarding and scrutinised the single central record. The inspector considered leaders' safeguarding processes and procedures. He observed pupils during social times and discussed safeguarding with them.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments. He also considered the responses to Ofsted's staff and pupil surveys.

### **Inspection team**

Ben Hill, lead inspector

His Majesty's Inspector

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