

# Inspection of a good school: Claremont School

Henleaze Park, Westbury-on-Trym, Bristol BS9 4LR

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Inspection dates:

3 and 4 July 2023

## **Outcome**

Claremont School continues to be a good school.

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

Pupils at Claremont School have a wide range of physical disabilities, learning and medical needs. There is a high staff-to-pupil ratio at the school, which enables pupils' needs to be met. Staff form strong relationships with pupils. Pupils enjoy their time at school. They use words such as 'fun', 'happy' and 'good' to describe their experience.

Developing good communication is at the heart of the curriculum. Staff are skilful at building pupils' communication skills and plan this into their lessons. They use a wide variety of resources, including technology. This supports pupils in finding their voices and feeling included. For example, the school council is an active group that makes things happen. Pupils are well prepared for the next stage of their education.

Pupils enjoy lessons and engage well with staff. Their behaviour is good. They have positive attitudes towards learning. Pupils say that bullying does not happen. If it did, they are confident that staff would intervene and resolve it quickly.

Pupils particularly enjoy the wide range of activities on offer in and beyond school. Swimming in the hydrotherapy pool is popular. Pupils also take part in adventurous activities such as abseiling and rock climbing.

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

Leaders have given much thought to the planning of the curriculum. It is well matched to the complex learning needs of each pupil. All pupils have an education, health and care plan (EHC plan). Staff use these effectively to inform pupils' learning.

Staff use assessment skilfully. They understand pupils' needs and plan the curriculum to meet them. Individual learning plans are in place for all pupils. These guide the curriculum for each pupil so that it is well matched to their needs. Staff are creative in their implementation of the curriculum and work intensively with pupils to develop their knowledge and use of language. Most pupils make progress through the curriculum from

their starting points. However, some pupils, at times, find it hard to remember what they have been taught and do not make the progress of which they are capable.

As a result of the well-planned curriculum, strong relationships and high expectations, pupils behave well. Pupils particularly comment on how much they enjoy being at the school. Pupils are kind to each other and tolerant of difference. They like the school environment, the use of music, classroom activities and meeting the school's many visitors.

Leaders are ambitious for pupils to learn to read. They want pupils to develop a love of books and stories. They have developed an approach to the teaching of reading that uses a number of strategies that are effective. These include a well-structured phonics programme. Story time takes place daily. Staff use rhymes and songs that develop pupils' language successfully.

The early years curriculum is personalised. For example, in mathematics, it is carefully sequenced, builds knowledge and develops children's skills. Learning is broken down into small steps to support children to know more and remember more. The curriculum is designed so that every child experiences success and gains confidence.

The curriculum in the sixth form supports students' transition into the next stage of their education. It aims to develop students' independence. Careers education is well structured. Students receive high-quality, impartial careers advice. There is a wide range of work experience opportunities offered to students. Students successfully transition into a range of placements.

Leaders are committed to pupils' wider development. They have designed a curriculum to enable this to happen. Pupils have access to a wide variety of personal development activities. For example, many opportunities exist for pupils to get involved in the local community. Pupils experience a range of social and cultural activities that support their developing independence.

Leaders and governors are committed to supporting staff. Staff feel very passionately about their work and the education and well-being of their pupils. They are proud to work at Claremont School. Staff feel that leaders' doors are always open and that leaders are supportive of their workload and their well-being.

Governors have a clear vision for the school. They take their responsibilities seriously. They hold leaders to account and consider their own effectiveness and ways of working.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and governors are committed to keeping pupils safe. Staff know how to identify and report concerns. They know what to expect to happen as a result. Many pupils are unable to speak, and staff are aware of their potential vulnerability. Safeguarding training is thorough and well matched to pupils' needs. Pupils say that they feel safe. They are

confident to communicate with a member of staff. Leaders and governors complete all the necessary checks on staff. They have received training to ensure that they appoint staff who are suitable to work with pupils.

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

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

- Some pupils, in some subjects, do not remember what they have been taught. Their progress is not as strong as it could be. Leaders should continue to develop the curriculum, finding ways to adapt it so that pupils learn more and remember more.

## **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 February 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.

## **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>	109391
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10256793
<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	64
<b>Of which, number on roll in the sixth form</b>	18
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Graham Symonds and Peter Searle-Barnes (Co-chairs)
<b>Headteacher</b>	Emma Richards
<b>Website</b>	<a href="http://www.claremontbristol.org.uk">www.claremontbristol.org.uk</a>
<b>Date of previous inspection</b>	11 May 2017, under section 8 of the Education Act 2005

## Information about this school

- Claremont School caters for pupils with severe learning difficulties, profound and multiple learning difficulties, physical disabilities, autism and a range of complex health needs and sensory impairments.
- The school's governing body federated with Kingsweston School in February 2023.
- Claremont School is located on two sites: the Henleaze site has primary and post-16 students, and the Redland site has secondary and post-16 students. Both sites are co-located with mainstream schools.
- All pupils and students have an EHC plan.
- The school admits pupils from Bristol, South Gloucestershire and North Somerset local authorities.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in the following subjects: English, early reading, mathematics, music and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, looked at a range of pupils' work and held discussions with teachers and pupils.
- Inspectors met with the headteacher and other members of the leadership team.
- The lead inspector met with representatives of the governing body.
- The lead inspector held a phone call with the school's improvement partner.
- Inspectors examined the school's arrangements for safeguarding by meeting with the designated lead for safeguarding. They also scrutinised policies, procedures and record-keeping and reviewed the safeguarding checks made on staff when they are recruited.
- Inspectors spoke to pupils around the school site and held meetings with boys, girls and mixed groups of pupils.
- Inspectors reviewed a range of school documents, including policies and record-keeping for behaviour management, exclusions and attendance.
- Inspectors considered the responses to Ofsted Parent View, the online inspection questionnaire, including the free-text comments, and responses to the staff survey.

## Inspection team

Malcolm Willis, lead inspector

Ofsted Inspector

Mike Thomas

Ofsted Inspector

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