



Claremont Primary School

Inspection Report

Unique Reference Number 118456
LEA Kent
Inspection number 285347
Inspection dates 15 June 2006 to 15 June 2006
Reporting inspector Ian Hartland HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Banner Farm Road
School category	Community		Tunbridge Wells
Age range of pupils	4 to 11		Kent TN2 5EB
Gender of pupils	Mixed	Telephone number	01892 531395
Number on roll	431	Fax number	01892 520185
Appropriate authority	The governing body	Chair of governors	Mrs Deborah Bruce
Date of previous inspection	15 June 2006	Headteacher	Mr Richard Sutton-Smith

Age group	Inspection dates	Inspection number
4 to 11	15 June 2006 - 15 June 2006	285347

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector. Inspectors studied performance data, the self-evaluation form and observed teaching. They also met with pupils and talked to parents, held meetings with staff, the chair of governors and an officer from the local authority and received 181 parent questionnaires.

Description of the school

Claremont Primary School is much larger than most primary schools. Standards on entry are above average. The proportion of pupils eligible for free school meals is well below the national average. The percentage with special educational needs is average. The number of pupils from minority ethnic communities is well below average and very few have a first language other than English.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Claremont is a highly effective school with outstanding features. It has many strengths and provides a good education for its pupils. Pupils make good progress in their learning and reach exceptionally high standards in English, mathematics and science because of the good teaching and concerted efforts of all staff to provide the very best for all pupils. The school is a thriving community of learners where leaders and staff are willing to try out new ways of teaching and learning and sharing responsibilities. It is reflective and self-critical and never complacent in seeking continually to make things better for the pupils.

Provision for children in the Foundation Stage is good and they make the expected progress in the Reception Year. Pupils' personal development is outstanding. As a result of the staff's efforts, pupils very much enjoy being at school and their behaviour is excellent. They have highly positive attitudes and feel safe and valued as individuals. All staff take very good care of them and know them well. Teaching is good. Teachers successfully make lessons interesting to ensure pupils learn. The curriculum overall is good with an excellent provision for extra activities.

The leadership and management are good with the highly regarded headteacher providing excellent leadership. Parents are overwhelmingly positive about the school and are very happy with what it offers. As one parent put it, 'Claremont is a fabulous school. I wish I had gone to such an amazing school when I was a child.' Another parent added 'My children are very fortunate to attend Claremont school.' The school has successfully tackled the areas for improvement in the last inspection report and provides good value for money. Under the resourceful and energetic leadership of the headteacher, the school has a very good capacity to improve further to become an outstanding school. In working towards this goal, it needs to continue to improve levels of achievement in English and ensure opportunities for developing writing skills are fully promoted across the curriculum.

Achievement and standards

Grade: 2

Overall achievement and standards are good with pupils attaining exceptionally high standards by the time they leave the school. Children make good progress in the Reception Year and last year entered Year 1 with standards above national expectations. Results in the 2005 national tests at the end of Year 2 were significantly above average in reading and mathematics but average in writing. The number of pupils gaining the higher grades in these tests was significantly above average in reading but average in writing and mathematics. At the end of Year 6, overall results in the 2005 national tests were exceptionally high in relation to national averages. The school exceeded its ambitious 2005 targets for mathematics but fell slightly short in English. The number of pupils who gained the higher levels of attainment was significantly above that expected nationally in English, mathematics and science. All pupils make good progress,

including those with learning difficulties and/or disabilities, with no groups of pupils underachieving.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. With reference to her daughter, one parent wrote 'We are extremely grateful to all the staff at Claremont who have contributed to her development into a happy, self-assured young lady.' The school ensures that pupils develop into well-rounded individuals with a strong social conscience. For example, the school has raised money to help build new classrooms at a school in Africa. 'We saw the photos of what their living conditions were like,' said a pupil, 'and we had to do something to help.' Charities nearer home also benefit from being adopted as a 'house charity', for which pupils enjoy raising funds. They very cheerfully take on responsibilities as house captains, prefects and playground buddies. Pupils spoke with much pride of how the School Council had been instrumental in improving the school garden. In lessons, pupils' attitudes and behaviour were exemplary. Pupils are very well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Throughout the school, good teaching is the basis of pupils' good achievement. The pupils are inspired to do well. Teachers have high expectations and pupils readily respond, as when Year 4 pupils scoured the school grounds looking for habitats with a clear regard to their own safety. In the lessons seen, pupils were enthralled and really enjoyed the work, especially when it was practically based with real resources, for example, when examining live snails and considering the differences between hens' eggs and quails' eggs after cracking them, and what the live chicks in the classroom needed to survive. Teaching assistants and other adults provide good support for pupils with particular needs.

Curriculum and other activities

Grade: 2

The school offers a good curriculum. Good use of nationally available schemes of work ensures pupils meet progressively harder work as they move through the school. A strong emphasis on writing across the curriculum is not yet fully in place. The range of extra-curricular activities and clubs is excellent and the school has achieved success in sporting competitions.

Care, guidance and support

Grade: 1

The school takes justifiable pride in its outstanding care of pupils. Pupils feel safe and secure as a result. Those with a particular gift or talent are strongly encouraged to flourish. For example, one musically gifted pupil is able to work with a visiting composer. Pupils' progress is very closely tracked which enables the school to take speedy action and to provide effective support for any pupils in danger of underachievement. Impressive individual plans for pupils with learning difficulties and particular needs enable them to do well. Parents are very pleased with the high standards of care their children receive.

Leadership and management

Grade: 2

The leadership and management are good with excellent features. The headteacher provides outstanding leadership and is correctly held in very high regard by pupils, staff, parents and the local authority. Parents particularly appreciate his approachability. He provides a very clear direction for improvement and works very intelligently to develop all aspects of the school's work ; he is well supported by an effective leadership team and staff with further responsibilities. Self-evaluation is rigorous and takes into account the views of parents and pupils and acts well upon them. Parents are overwhelmingly positive about the school. They are very happy with what it offers. Governors play an active and effective role in improving the work of the school and holding it to account. They know the school's strengths and areas that need to be improved.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I am writing to you following the recent visit of two inspectors to your school to let you know what we think about the school. Thank you for being so friendly and helpful in talking to us about the work you do and what you think about the school. It was good for us to see that you are so happy and enjoy your lessons because the teachers make them exciting so that you can learn more easily. They take care to find out how well everyone is doing and provide the help everyone needs to do as well as possible. Your behaviour is excellent in lessons and around the school. Your enthusiasm in lessons means you all do very well, especially in the tests you take in Year 2 and Year 6, particularly in mathematics and science. You are good at English, particularly reading, and should now work with your teachers to make your writing even better.

We think your school is a good school. Everyone in your school takes very good care of you and you get on very well with each other. You told us that you feel safe and that there is always someone to talk to if you have a problem. Teachers listen carefully to what you say and the school council makes things happen. The school is excellent in helping you to grow into thoughtful and caring young people.

Your parents are very happy with the school and all that it provides for you. Your headteacher is an excellent leader. He and all the teachers work very hard to make the school even better for you. There are some ways in which your school can get even better and the headteacher and staff are already working to achieve them. They are going to help you to be better at writing and provide you with more regular opportunities to develop your writing skills in all subjects.

May I, on behalf of both inspectors, wish you all the very best for the future.