

# Claremont Primary School

## Inspection report

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<b>Unique Reference Number</b>	131750
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	315862
<b>Inspection dates</b>	25–26 June 2008
<b>Reporting inspector</b>	Norma Ball

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	299
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Claire Adamson
<b>Headteacher</b>	Mrs Catherine Milton
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Claremont Road Cricklewood NW2 1AB
<b>Telephone number</b>	020 8455 4013
<b>Fax number</b>	020 8457 5050

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This smaller than average sized primary school was formed in September 2006 when a local junior school and infant school were amalgamated. The new school is located in an ethnically and socially diverse area of north London. The number of pupils entitled to receive free school meals is well above average. Over one fifth of pupils find learning difficult, which is higher than average. The range of difficulties include speech, language and communication needs as well as specific, moderate and severe learning needs, multi-sensory impairment and physical difficulties. The number of pupils who have a statement of special educational needs is average. The proportion of pupils who come from minority ethnic backgrounds is extremely high as is the proportion of pupils who require support in learning to speak English. A total of 35 languages are spoken. The most common are Somali, Arabic and Polish. A significant number of pupils join or leave the school other than in Year 1.

## 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 happy and harmonious school in which pupils achieve well and grow in confidence. The headteacher provides outstanding leadership. Aply supported by the deputy she has united staff and led the school very effectively through the difficulties and upheavals following amalgamation. Pupils love school, enjoy their learning because they are well taught, and have lessons, which are well planned and engage their interest. They progress well and develop good personal skills so they are well prepared for the next stage of their education.

Pupils join Year 1 with standards that are below average. Achievement is good although standards remained low at the end of Year 6 in 2007. Evidence indicates that current Year 5 pupils' attainment is closer to the national average. Standards are improving gradually but are not higher because some pupils who joined the newly amalgamated school two years ago have a legacy of significant underachievement. Added to this above average levels of pupil mobility mean that pupils are leaving and arriving at the school in all year groups. The monitoring and tracking of pupils' progress is now more accurate and the school is addressing successfully those areas where there is underachievement. The needs of pupils with learning difficulties and disabilities are assessed accurately and very effective and flexible support is enabling them and pupils learning English to make good progress. The drive to improve the learning experiences of pupils is meeting with increasing success. The school is not complacent. It has a sustained focus on improving attainment especially for higher attaining pupils, by very careful monitoring of progress and consistently good teaching which challenges all pupils.

An early focus on improving pupil's personal development, particularly behaviour, has been very successful. Pupils settle quickly to their work in a calm and industrious learning environment. They feel safe and have good relationships with teachers because they know they are valued and their views are important. Pupils have an outstanding awareness of how to make choices that promote healthy lifestyles and readily discuss the importance of a well-balanced diet and regular exercise. They are caring and courteous and show respect for, and interest in, the many cultures and faiths within their school community.

The curriculum meets pupil's needs well. Information and communication technology (ICT) is well developed. Learning is well enriched by experiences outside the classroom including trips, community events and sports. All pupils receive good quality care, support and guidance. They know how well they are doing and they contribute to the setting of literacy and numeracy targets. Monitoring of behaviour and attendance is rigorous. However, attendance is below the national average and some pupils often arrive late to school because parents do not assign a high priority to regular and prompt attendance.

Most parents are supportive of the school and value the fact that their children enjoy learning and are making good progress. Good monitoring and self-evaluation is well led by by senior and middle managers and helps identify the most important priorities for future development. Rigorous tracking systems to check pupils' progress and monitoring of teaching and learning have improved achievement throughout the school. Governors provide good oversight and have a robust committee structure to manage their work efficiently. The school has moved forward considerably since its inception and is in a good position to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children settle quickly and make a good start because they are well cared for. Most children enter the Nursery with skills that are well below the level expected for their age. Children now make good progress and the standards the current children reach when they enter Year 1, although variable, are moving closer to the national expectation. The well-planned curriculum ensures activities for children are carefully matched to their needs. They are encouraged to become independent and develop confidence and good social skills. Classrooms are lively and stimulating, and engaging learning activities promote all aspects of children's development well. Leadership and management are good so all staff work efficiently as a well-organised team. Careful monitoring of children's progress ensures extra support is provided quickly when it is needed. Staff work carefully to ensure that parents are fully involved in their child's development.

### **What the school should do to improve further**

- Raise standards in core subjects throughout the school, especially for high attainers.
- Improve attendance and punctuality.

## **Achievement and standards**

### **Grade: 2**

Pupils in all year groups make good progress. National test results were well below national averages in 2007, but evidence indicates that standards have improved and are now below average. The school meets a number of challenges arising from high levels of mobility well and ensures that all pupils, at whatever stage they join the school, are well supported and make the same progress as their classmates. Some newly arrived pupils have learning difficulties, are new to the country and have no previous education or are at the early stages of developing their English skills. In Year 6, for example one fifth of the pupils have joined the school since the start of the year. Progress has improved and underachievement is being reversed because pupils' needs are accurately assessed and sensitive support is provided for them. Progress in lessons is good.

## **Personal development and well-being**

### **Grade: 2**

Pupils are attentive, are enthusiastic and listen attentively so there is a good learning ethos in lessons. Staff and pupils have worked in partnership to design a positive code of behaviour and pupils now appreciate the friendly and positive atmosphere that has evolved quickly in the school. Spiritual, moral, social and cultural development is good. Pupils show respect to each other and to all adults. Their enthusiastic fundraising indicates they care about the needs of others. Pupils say that bullying or name calling rarely occur but any incidents are dealt with promptly and well. The majority of pupils are eager to come to school because it is a happy and exciting place to be. A small number of pupils regularly arrive late and some have extended holidays abroad which affects levels of attendance. Pupils carry out a range of responsibilities, such as acting as school councillors, very maturely and contribute well to their school community.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils enjoy their lessons, one said, 'I like my lessons because I have interesting subjects and I will grow up and know lots of things'. Teachers have good subject knowledge which they use well to encourage lively discussions and develop pupils' speaking and listening skills. In Year 3, for example, pupils planned a healthy meal and made a clay model of the food to link art and science. This gave rise to excited discussion. Assessment data is used with increasing confidence in most classes to plan lessons which have good pace and a variety of learning experiences. Teachers are gaining confidence in structuring activities which offer good challenge for pupils of different abilities. However, in some classes more able pupils are not fully stretched to do the best they can. Learning support assistants work effectively in partnership with class teachers, ensuring that pupils with learning difficulties or English as an additional language make good progress.

### Curriculum and other activities

#### Grade: 2

The curriculum meets the differing needs of pupils effectively and provides well for developing their literacy and numeracy skills. Good links are beginning to develop between subjects to make learning more interesting, but such links are not yet planned consistently. Displays of pupils' work in all areas of the curriculum are a striking feature of the school and present pupils with a rich and stimulating environment. Resources in ICT are good and pupils' skills are developed well in lessons. Year 5 pupils enjoyed showing their PowerPoint presentations to Year 1 on how to make a salad. A wide range of visits to places and visitors such as a resident poet help bring the curriculum to life. Events such as Roald Dahl week make the curriculum more exciting and stimulating. School clubs are well attended and a broad range of visits and visitors to the school bring the curriculum to life and provide an important extra dimension to learning.

### Care, guidance and support

#### Grade: 2

In this safe and inclusive community all pupils feel valued and feel able to share any concerns with staff. Procedures for safeguarding pupils are secure. Induction of new pupils, at whatever stage they join the school, is sensitively managed so they quickly make good progress. Good links with local schools and the prudent use of local agencies enhance the good care and support provided by the school. Pupils' work is marked regularly, clear learning objectives for each piece of work are shared, and pupils have a clear understanding of how well they are doing. However, marking does not always identify succinctly points to help all pupils produce better work.

## Leadership and management

#### Grade: 2

The headteacher and deputy provide a strong and complementary partnership that has resulted in rapid improvement. The effectiveness of this partnership is reflected in the comment from a governor, 'They have a real commitment and passion to bring about improvement'. An early

and successful focus on improving behaviour led to an improved learning environment, in which pupils settle quickly. Teaching has improved with careful monitoring of lessons and pupils are now keen to learn. Monitoring of pupils' progress is identifying underachievement quickly so the progress pupils make is improving. Phase leaders and subject managers are gaining in confidence, embracing their responsibilities enthusiastically and developing their subject areas. Staff are deployed astutely and provision for professional development is well managed. Governors, many of whom are new, offer good support and challenge to the school. However, although governors are gradually improving their involvement in strategic planning, they are not yet fully involved in close monitoring of school developments. Financial management is efficient and the school provides good value for money.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### 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
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

09 July 2008

Dear Pupils

Inspection of Claremont Primary School, Cricklewood, NW2 1AB

You may remember that I visited your school with two other inspectors recently. Thank you for giving us such a warm welcome and for showing us the interesting work you were doing in Healthy Living Week. We thoroughly enjoyed our time with you. You told us that your school is good and you learnt lots of interesting things, and we agree with you.

You enjoy school and get on very well with each other. Your teachers keep a good check on your progress, make lessons interesting and help you to enjoy your learning. The good curriculum is made more interesting because subjects are linked and you have many chances to go on visits and learn outside the classroom. You certainly know lots about eating the right food and taking plenty of exercise to make you healthy. Your headteacher and the staff have improved your school. You learn in a safe environment and gain confidence as well as making good progress. This means that you are developing good skills to enable you to have a successful adult life.

To make your school even better we have asked that:

- your headteacher and all the staff ensure that you continue to make even better progress, to improve the standards you attain, especially for those of you who find learning easy
- your families help to improve both your arrival times and regular attendance. This is because some of you do not come to school on time in the morning and some miss valuable learning time by being away from school without good reason.

We enjoyed our visit to your school. Thank you once again for being so helpful and friendly. We send you our best wishes for your future.

Yours sincerely

Norma Ball

Lead Inspector