

# Claremont Primary School

## Inspection report

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<b>Unique Reference Number</b>	105408
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	324219
<b>Inspection dates</b>	15–16 June 2009
<b>Reporting inspector</b>	Roger Gill

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	480
Government funded early education provision for children aged 3 to the end of the EYFS	120
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Vincent Young
<b>Headteacher</b>	Ms P Dempsey
<b>Date of previous school inspection</b>	15 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Claremont Road Moss Side Manchester Lancashire M14 7NA
<b>Telephone number</b>	0161 2262066
<b>Fax number</b>	0161 2260448

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Claremont is a large school in which the vast majority of pupils belong to minority ethnic groups. There are 24 languages spoken in school and about three quarters of the pupils are learning English as an additional language, which is five times higher than the national average. There is a constant turnover of pupils with more than a third arriving or leaving each year, many from abroad and some as refugees or asylum seekers. Very high numbers of pupils are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is double the national average. Most pupils live near the school in an area of challenging socio-economic circumstances. The school has Early Years Foundation Stage provision comprising Nursery and Reception classes. A new deputy headteacher has been appointed since the school's last inspection. The school has many awards including Healthy Schools (silver), Artsmark and Activemark, Leading Aspect for Inclusion and International Schools.

There is a private day nursery on site. This was inspected separately and will receive a separate written report.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. Pupils' personal development, the care and support they receive and the provision for community cohesion are all first rate. The far-seeing and principled leadership, which is very close to the pulse of the local community, is responsible for the school's continued success. Some major improvements made, for example in attendance, since the last inspection, make learning even more enjoyable and successful than it was in 2006. The influence of leadership and management here, and in other spheres of the school, demonstrates a good capacity for the school to improve even further.

Parents claim that their children, 'Make great progress throughout the year.' The welcome parents receive promotes the view that, 'The staff are fantastic and very pleasant to talk to when there is a problem.' The inspection agrees fully with these sentiments. For such a large school, its personal touch is a major strength. Leadership, by the headteacher in particular, produces a calm haven in which pupils develop a mature awareness of their own emotions and the needs of others. The school's partnership with parents and outside agencies is excellent in the way that it ensures that pupils settle in extremely well, attend regularly and enjoy learning.

An extremely good programme to develop an understanding of community cohesion at the local, national and international level underpins pupils' personal qualities. They understand what it is to be British and are proud of it. They also feel excited about wider perspectives as a result of writing to pen friends in Poland and learning Spanish, for example. They talk about Britain, Europe and the world in ways that show a zeal for valuing people's differences. Their understanding of black history, peace studies and other current issues is remarkable. A wide-ranging knowledge about keeping healthy and safe is extended by their wisdom about emotional and mental well-being, which is brought about by friendship and cooperation.

Standards are below average by the end of Year 6 but this represents good achievement from children's starting points. Progress made by groups of pupils varies depending on how long they have been in the school. For example, the longest attending group in Year 6 this year have progressed well in reading and exceptionally well in writing and mathematics. Others who joined later have made at least sound and often good progress but have not had time to gather full speed in their learning.

Good teaching and an interesting curriculum have a positive result on pupils' learning. Pupils thoroughly enjoy what they do and speak in glowing terms about projects in the creative arts that involve drama, music and art. Some astonishingly powerful work is produced when pupils work with professional artists. Pupils want to learn because teaching provides well organised activities. The many pupils with learning difficulties and/or disabilities achieve well because learning is broken down into manageable steps for them. The school plans for their progress in minute detail and deploys staff well to meet their needs. Most pupils are learning English as an additional language. They progress well owing to good teaching and the supportive culture throughout the school.

This is not yet an outstanding school overall because standards, particularly in English and mathematics could be closer still to the national average. Leaders have implemented some additional plans to raise standards by the end of Years 2 and 6, but these have not yet had an impact beyond Year 2. Beyond their outstanding contribution to pupils' personal qualities, leadership and management are good. Governors are involved closely in the school and challenge it to do as well as it can. Teaching and assessment produce a great deal of information about

pupils' progress but it is not yet used in a way that makes it easy for leaders to evaluate the progress made by groups of pupils, for example, those from different ethnic backgrounds and the more able. This limits the ability of leaders to set demanding enough targets for all groups and determine how well they have been met. Nevertheless, what the school has achieved so far represents good value for money and a positive advance since the last inspection.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children get off to a good start in the Nursery and follow this up with an equally productive time in Reception. Skills on entry are well below those typical for children of this age. At the end of Reception, standards are below those expected but children have achieved well. Concern for children's welfare is outstanding and, as a result, their personal development is excellent. Children become confident learners who talk excitedly with their classmates often behaving in an excellent way. A good start has been made to ensure that activities reflect children's own ideas about what they want to investigate but more could be done in this respect. Children achieve well because staff develop their use of English well through probing questions such as, 'How big does that bed need to be for your doll?' and 'Would it need to be bigger for a teddy bear?' Furthermore, bilingual support assistants work well with the many children who need this kind of help. Relationships with parents are productive. Information shared ensures that staff know more precisely how to plan activities for individual children. Beyond the planned curriculum, freely chosen activities are assessed well to reveal the progress children make. For example, a beachside play area has been established in which adults can observe how well children have absorbed the classroom talk about holidays. Direct teaching is equally effective but occasionally children sit on the carpet listening for too long. Nevertheless, day-to-day learning is led and managed well in ways that make sure children make good progress in both the inside and outside areas.

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

- Raise standards closer to the national average in English and mathematics by the end of Year 6.
- Use information about pupils' progress more effectively to evaluate the learning of all groups of pupils and ensure that the targets set for all pupils are demanding enough.

## **Achievement and standards**

### **Grade: 2**

Standards reached by the end of Year 6 are below average, but represent good achievement considering the very low levels of attainment of children when they start in Nursery. They are rising in Key Stage 1 but could be higher still by the end of Years 2 and 6. Standards at the end of Year 2 are below average, but are higher than they have been for five years. This is because advances in reading and writing have been made this year through better assessment and more precise teaching of, for example, letters and their sounds. Large groups of pupils, in both key stages, make at least good progress. This includes those that have been at the school for some time and those that are learning English as an additional language. However, there is not enough school-based evidence about the progress made by all groups of pupils over time.

## Personal development and well-being

### Grade: 1

Pupils enjoy school immensely, attend satisfactorily and behave well. Average attendance levels represent a good leap forward from the time of the last inspection. Pupils are confident learners who participate in school life with enthusiasm. They relish the diversity of cultures within the school and understand how this relates to Britain in general. They are very proud of their school, particularly the way in which emotional problems are resolved in the new 'Place 2 Be' room. They now really appreciate that, 'You don't have to fight back but you can talk.' Pupils' exceptional responses to the stunning opportunities in drama and music, purposeful links with schools abroad and very broad education about British and world issues make their spiritual, moral, social and cultural development outstanding. Moreover, activities like the school council and peer mentoring foster first-rate social and moral perspectives. Pupils learn skills that will serve them well in the future, which complement their good academic achievements.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is good and, as a result, pupils love learning. Some pupils, for example, enthuse about learning in the most interesting lessons that, 'It gets things into your head quickly.' Generally, lessons are planned well, full of practical work, especially in mathematics, and possess a positive working atmosphere. Teaching is ambitious in the way it sets a clear agenda for learning. As a result all pupils, particularly those that find it hard to put pen to paper or concentrate for a long time, want to learn. Methods of assessment are good: teachers know where most pupils are up to and what they need to do next. Activities are designed well for groups of pupils at different levels of ability. Despite this, higher attainers sometimes lack activities that really challenge their thinking. This is because teaching does not receive enough guidance about the progress of all groups in order to plan specific activities to speed up their learning.

### Curriculum and other activities

#### Grade: 2

A good curriculum is in place, which has a positive influence on pupils' personal development. Programmes for literacy, numeracy and information and communication technology are relevant and planned well. The many awards collected by the school, including those for health, inclusion and international studies, demonstrate the wide-ranging nature of the curriculum. There is a good emphasis within the curriculum on equality and diversity, which extends to after-school clubs. For example, the Gaadhitaan club provides a superb context in which Somalian parents and children can work together to celebrate their culture and pass it on to others. Clubs, visits, visitors, art and drama provide wonderful opportunities for enrichment. Currently, for example, Year 6 pupils are preparing excitedly for a production about the English Civil War. This involves music, drama and costume making, all of a very high standard. The curriculum is not yet outstanding because links between subjects to enable pupils to practise skills in literacy and numeracy more regularly are not yet fully developed.

## Care, guidance and support

### Grade: 1

The school provides excellent care and support to pupils and their families. Parents are full of praise and pupils echo their opinions. They feel safe in the knowledge that there is always someone there to help them, not least adults who run the 'Place 2 Be' room. Attendance has improved because senior staff, administrative assistants, the learning mentor and the local authority support team are so rigorous in their approach. The partnership forged with external agencies to ensure pupils' well-being is first rate. The school meets the current government requirements for safeguarding pupils. Pupils receive excellent help with their emotional well-being and behaviour, especially those who feel insecure due to moving around or seeking asylum. Teachers' marking is useful because it offers praise and points out areas for improvement. There are slight aspects of inconsistency in academic guidance but not enough to detract from the outstanding work overall in this area of school.

## Leadership and management

### Grade: 2

Good leadership and management are successful at tackling the barriers that could cause achievement to falter. Raised levels of attendance, good behaviour and more helpful marking of pupils' work are all examples of recent improvements that have boosted pupils' progress. The leadership team, under the guiding hand of the capable headteacher, realises that there is more to do in raising standards. Improved standards in Year 2 demonstrate that their efforts are beginning to be rewarded. The good promotion of equality and diversity is exemplified by the development of very good relationships between pupils and their good academic progress. The promotion of community cohesion is excellent. School life, local links, knowledge of national issues and international awareness are highly positive aspects that leadership and management have done very well to develop. Governors are closely involved with developments, challenge the school to do better and make good plans based on thorough reviews. Leadership and management are not yet outstanding because information from assessment is not used precisely enough to pinpoint groups who could do better.

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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	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

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<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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	1

## 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 eliminated	2
How well does the school contribute to community cohesion?	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for your help when we inspected your school. We all thoroughly enjoyed our time at Claremont. On the second day, we reflected on many of the things that make your school so special: a professional sounding steel pan band, some bold and imaginative art work and the joy on the faces of Year 6 pupils when they showed us the costumes for their play about the English Civil War. Your teachers are enthusiastic about their work because you want to learn. Just walking around your school gave us a good idea of how well you achieve in literacy, mathematics, international and peace studies, creative topics and sport.

You go to a good school, which has some magnificent aspects to it. The way newcomers are welcomed ensures that they get a flying start in learning English if they need to. Most of you are learning English as an additional language. In this task you are making good progress – well done. By the end of Year 6, pupils in your school have done well to get reasonably near to the national average in English and mathematics. Think of the hurdles you have had to jump to get there: learning English, making new friends, overcoming emotions that sometimes affect your behaviour, attending regularly and getting to school on time. Not easy, but most you have done well in these aspects. Of course, good teaching, an interesting curriculum, superb care and support and leaders who champion your cause help you as well.

We know everyone wants to improve even in a good school such as yours. So, we are asking your headteacher, staff and governors to do two things. Standards should be raised in English and mathematics, by the end of Year 6, to be even closer to the national average. Also, we want them to concentrate more closely on the progress made by certain groups, for example, pupils from different ethnic backgrounds and the more able. Then teaching can promote even quicker progress where necessary.

You can help to make the school even better by trying to reach any new targets that you are given.