

# Clifton Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	121283
<b>Local Authority</b>	York
<b>Inspection number</b>	327446
<b>Inspection date</b>	29 January 2009
<b>Reporting inspector</b>	Robert Robinson

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)	372
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs L Comer
<b>Headteacher</b>	Mrs S Audsley
<b>Date of previous school inspection</b>	15 November 2005
<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>	Kingsway North Clifton York Yorkshire YO30 6JA
<b>Telephone number</b>	01904 627270
<b>Fax number</b>	01904 655841

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and the Early Years Foundation Stage. The following issues were inspected: the standards and pupils' achievement, their personal development and the impact of the leadership and management. The inspectors gathered information from lesson observations, examination of pupils' work, responses to parental questionnaires, interviews with staff, pupils and governors and scrutiny of documents. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessment, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This is a large primary school which serves a mixed socio-economic area. Eligibility for free school meals is well above average and the proportion of pupils with learning difficulties and/or disabilities is high. About 18% of pupils are from minority ethnic groups and many of these are learning English as a second language. The school has gained Investor in People, ICT Mark, Gold Artsmark, Basic Skills Quality Mark, Geography Quality Mark, Advanced Inclusion Award and the Financial Management Standard in Schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

The school's motto, 'Children matter and children come first', is met extremely well because Clifton Green provides an outstanding education for its pupils with superb equality of opportunity for all. The first-rate leadership and management of the headteacher, deputy headteacher, governors and other staff have enabled the school to improve since its last inspection. The strengths in all aspects of its work and track record over time provide it with excellent capacity to continue to improve.

Pupils' achievement is outstanding as is their personal development. So too is the care, guidance and support provided by the school. From their lower than typical starting points on entry to Year 1, pupils make rapid progress so that in Year 2, they reach average standards. They continue to build well on this very good start through Years 3 to 6. Standards show an improving trend and are above average by the end of Year 6. In 2008 they improved substantially and were above the local authority average. Almost all pupils reached the nationally expected standard (Level 4). Approximately half of the pupils reached the higher level (Level 5) in reading, writing, mathematics and science. Pupils with learning difficulties and/or disabilities make similar progress to others. Many of these pupils reach the nationally expected standards or above. This is also the case for pupils learning English as an additional language.

The teaching and curriculum are highly effective in meeting the requirements of all pupils' academic as well as pastoral needs, including their spiritual, moral, social and cultural awareness. Progress in lessons is at least good and, sometimes, stunning throughout the school because of the consistency of effective teaching. Relationships between teachers and pupils are admirable, as a result, pupils enjoy learning and attendance is good and is well above that in similar schools. Pupils take a pride in their work, such as, in the high quality of their handwriting. Behaviour is exemplary. Pupils have a very good understanding for their age of how to live healthy lives and to keep safe. Pupils appreciate the excellent care provided for them by all staff and are confident to approach any if they have a concern about their work or personal life. They keenly help in the smooth running of the school, such as being peer mediators at playtime. A successful emphasis on the acquisition of basic skills prepares pupils extremely well for the next stage of education. The superb library fully supports this learning. Experiences to apply learning within purposeful activities both within the school and through visits to local businesses provide them with exceptionally good preparation for their future life.

The key to the success of the school is the excellence of its leadership and management. The headteacher and deputy headteacher have built up a high performing group of teachers and support staff who share their splendid 'can do' vision to provide high quality education and care for all groups of pupils. Teamwork is a strong feature of the school and has resulted in good or often better practice in all aspects of its work. The governors play their part in the success of the school through using their expertise to support and challenge the leadership. They ensure the school meet government requirements for safeguarding pupils. Governors are very well informed and measure the success of initiatives. For example, following the recent appointment of a home/school support worker, they checked the impact of the appointment and were delighted by the resultant significant improving trend in pupils' attendance. External validations through nationally recognised awards verify the strengths in a wide range of aspects of the school's work. The senior leaders' and subject coordinators' thoroughness in checking the quality of teaching and individuals and groups of pupils' learning, quickly identifies ways to effect improvement. Support staff's skills are developed most effectively enabling them to

take an extensive role by capably teaching individuals and small groups at all levels of attainment. The school is outward looking, for example, successful developments in teaching writing were based on research projects as well as working with a local university and other successful schools. Assisting other schools and leadership teams struggling to raise standards helps Clifton Green to evaluate fully its own practice. The school promotes community cohesion well, particularly at a local level. Parental aspirations for their children are met most effectively. The different traditions of the rapidly increasing proportion of pupils from a broad range of minority ethnic backgrounds are celebrated. For example, a 'food evening' enabled parents and pupils to experience different foods from around the world. The curriculum provides pupils with a wealth of experiences during visits to the local area. Increasingly, opportunities are being planned to help pupils to gain a wider national and global view to assist a greater awareness of major world faiths and different communities.

Parents' views are sought and acted upon to further improve the school. They are overwhelmingly positive about the school. Typical parental comments include, 'We feel very involved in the life of the school', and, 'Very prompt attention is given to children's needs'.

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

### **Grade: 2**

Children have a good start to schooling in the Early Years Foundation Stage because the teaching, provision and leadership are good. Children's welfare needs are met exceptionally well. This is appreciated by parents. Children quickly settle and gain confidence and understanding of school routines. Good links are established with parents and pre-school providers to ensure induction procedures are effective. From a low starting point children achieve well. However, standards overall remain below those typically seen at the end of the Reception year with the exception of linking letters and sounds. In this area of learning, children make rapid progress and reach typical standards. A warm, caring, bright and stimulating learning environment throughout the Early Years Foundation Stage contributes to children's good progress. However, accommodation difficulties constrain the linking of learning indoors with that of outdoors, though the school ensures children have some opportunities each day for outdoor learning. All members of staff provide effective support for all children including those learning English as an additional language and those children with learning difficulties and/or disabilities. Effective systems for checking children's attainments are used well to plan their next step of learning. Children behave well and are enthusiastic about their learning. An appropriate balance of teacher-initiated and independent activities aids their good progress in personal, social and emotional development as well as learning in other areas of the curriculum.

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

- Seek ways to improve the accommodation in the Early Years Foundation Stage to enable greater opportunities for linking learning indoors with that of outdoors.

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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?	1
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	1

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

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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	2
The behaviour of learners	1
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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Inspection of Clifton Green Primary School, York, YO30 6JA

The inspection team really enjoyed the day we spent with you. Yours is an outstanding school. This is because it is run extremely well by the headteacher, the deputy headteacher, other staff and governors. Teaching is first-rate and builds on a superb curriculum. As a result, you make extremely fast progress in your learning. The headteacher and deputy headteacher work very well with other staff to provide you with consistently good learning opportunities.

In the Early Years Foundation Stage the youngest children have a good start to schooling. However, I have asked the school to improve the building so children can have more opportunities to link indoor learning with outdoors. In Years 1 to 6, you progress really well and the standards reached by the time you leave the school are broadly average, though in the 2008 national tests, standards improved substantially in reading, writing, mathematics and science. I was impressed with the pride you have in your work. I thought your handwriting was superb.

Your behaviour is excellent. At all times you were polite and courteous. You enjoy learning and appreciate all the school provides. I was pleased to see that your attendance has improved and it is now well above that of similar schools. You get on exceptionally well with each other and the staff. The school ensures that all pupils are treated equally well. It serves your local community well and provides you with many ways to find out more about your locality. Increasingly, you are being provided with greater opportunities to extend your awareness of national and international communities, and your understanding of major world faiths.

Parents are pleased with the education experiences you have at your school and the excellent care provided for you. I trust that you will continue to work with the staff and your headteacher to help them to continue to improve the school. I wish you well for the future.