

Clifton Primary School

Inspection report

Unique Reference Number	101893
Local Authority	Ealing
Inspection number	335799
Inspection dates	22–23 June 2010
Reporting inspector	Alison Thomson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	The governing body
Chair	Alva Patton
Headteacher	Polly Bennett
Date of previous school inspection	23 April 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 12 teachers and 16 lessons, and held meetings with the governors, staff and groups of pupils. They observed the school's work and analysed 94 questionnaires from parents and carers, 100 from pupils and 36 from staff. The team also looked at documents and policies including those relating to the safeguarding of pupils, all the information the school had collected about the pupils' progress and the school's records of its monitoring of the quality of teaching.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- current attainment and progress, particularly in writing in Key Stage 1 and of girls in English and mathematics in Key Stage 2 □
- pupils' perceptions about how well they behave and feel safe
- the use of assessment in lessons and the involvement of pupils in checking their learning the effectiveness of middle leaders' monitoring and evaluation.

Information about the school

This is a much larger than average primary school. The proportion of pupils eligible for free school meals is higher than average. The proportion of pupils from minority ethnic groups, including those who speak English as an additional language, is much higher than average. Most pupils are of Indian, Pakistani or Somali heritage. The proportion of pupils with special educational needs and/or disabilities is much higher than average, although the number of pupils with a statement of special educational needs is similar to the national picture. A higher than average number of pupils enter or leave during the school year. There is Early Years Foundation Stage provision in two Nursery classes and two Reception classes. The headteacher has been in post just over a year. The school is in the process of restructuring its staffing.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Clifton Primary School provides a good standard of education in a very caring, vibrant environment. Parents and carers are most positive about all aspects of the school and their views are summed up by the following comments: 'The school has good communication and helps the parents help their children' and 'My son loves this school.'

One of the main strengths of the school is its very careful attention to detail so that the safeguarding of its pupils is outstanding. Along with good care, guidance and support, results in the pupils feeling extremely safe and well looked after. Pupils really enjoy all aspects of their school and appreciate the many opportunities that the school offers them. During the inspection, the older pupils enjoyed their African Drumming and tennis coaching, whilst the younger children enjoyed their singing of nursery rhymes complete with actions. Pupils accurately rate their own behaviour as good and say that this has improved a lot. They talk of liking school because it is 'friendly' and 'you learn a lot of new things'.

Since the previous inspection, there have been many improvements, including the progress pupils make and in the standards that they attain. By the time pupils reach the end of Year 6, the attainment overall is average, but higher levels are reached in science. This represents good progress from their starting points when they start in the Nursery, which are typically below those expected. Progress is now much more uniform throughout school, having increased this year particularly in writing in Years 1 and 2, and for girls in English and mathematics in Years 3 to 6. The standard of teaching has improved and is good. However, in some lessons, pupils do not have enough independent activities planned. They are not sufficiently actively involved in their own learning or given enough guidance to be able to tell themselves how they are doing. This means that the rise in attainment is not fast as it might be, nor the acceleration of progress.

Central to these improvements have been the dedication of the staff and the work of the leadership team. The headteacher has a clear ambition and vision for the school and is driving improvements well. However, although this is leading to good outcomes for the pupils, the vision is not communicated as clearly or shared fully with all staff. This means that not all staff have a clear enough understanding of the reasons for some of the changes being made so they are harder to implement.

□ Despite these weaker aspects to management, the school's monitoring and evaluation have improved. Strengths and areas for development are clearly identified. This, along with the improvements already made, means that the capacity for the school to improve even further is good.

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What does the school need to do to improve further?

- Further raise attainment and accelerate progress in the coming year by:
 - making sure that pupils are involved in independent learning activities in lessons as quickly as possible
 - making sure that the focus of learning in lessons is in clear measurable parts so that pupils' understanding can be checked more easily throughout the lesson
 - giving clear guidance to pupils so they can they can always tell if they are being successful in learning the tasks on which they are working.
- Ensure that all staff have a clear understanding for the vision of the school by:
 - empowering all leaders to contribute more fully to whole-school evaluation
 - developing the role of subject leaders
 - communicating clearly the reasons for any changes in staffing structure.

Outcomes for individuals and groups of pupils

2

Inspection evidence confirms that the learning of pupils of all ages and abilities is good. Behaviour is good and impacts well on learning. For example, in a Year 4 mathematics lesson on learning about analogue and digital clocks, pupils were seen cooperating well with each other in discussing the best ways to approach their work. Similarly, in a Year 2 English lesson, pupils were seen helping each other by sounding out difficult words and writing 'air letters'. Previous underperformance in some younger year groups has been addressed. Lesson observations confirm the school's view that progress there is now good. Likewise, observation of the work of girls in English and mathematics in Years to 6 confirmed that their progress has risen to match that of the boys. Thus, previous differences in the progress of different groups of pupils are now minimal. The progress made by pupils who have special educational needs and/or disabilities and those pupils who speak English as an additional language is good, in line with their peers. Much of this is due to good support in lessons and in small group activities.

Pupils feel very safe and secure in school. They are well prepared for the next stage in their learning. This is helped by their good information and communication technology (ICT) skills, above average attendance and the mature way that they co-operate with each other. They understand well what it means to have a healthy lifestyle and the benefits of taking on responsibilities. For example, Year 6 enjoy their roles as playground friends, helping those who do not appear to have anyone to play with. Pupils' spiritual, moral, social and cultural development is good. They celebrate each other's cultures well and told the inspectors that it is interesting to hear about these cultures, particularly in their 'Happy Talk' time. They are very proud of their school and its environment there is never a shortage of volunteers to help in the school garden, where they excitedly talked about being able to eat their home-grown tomatoes. When asked to describe his school, one pupil said, 'I'd give it 10 stars out of 5.'

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Relationships are good and most lessons move forward at a good pace, with a range of interesting activities and the effective use of interactive whiteboards. In some lessons, however, pupils do not have enough independent activities planned. Teachers use good questioning techniques to challenge pupils and usually there are high expectations of pupils in lessons. Learning support assistants work well with teachers and provide good proactive support so that all pupils have full access to the good curriculum. Teachers usually discuss with pupils what it is they should be learning, but sometimes this is not specific enough. As a result, it is sometimes difficult for teachers and for the pupils to tell how well learning has taken place. Teachers' marking is usually thorough and helpful in making clear the next steps pupils need to take in their learning. This was particularly evident in writing where a sharp rise in progress has been apparent.

The curriculum is tailored well to the needs of different groups of pupils, with tasks adapted well for the more able and for the less able and also for those who speak English as an additional language. Literacy is embedded well within other subjects, but numeracy is not integrated as well at present. Subjects such as art, music and physical

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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education are taught well with the help of outside specialists. There are many interesting and engaging extra-curricular activities, including many sports clubs and a club where children told us they thoroughly enjoy creating animations. The school rightly says that one of its strengths is the way it looks after its pupils as individuals, particularly the most vulnerable. There are many instances of significant successes in the way in which the school helps pupils overcome difficulties to achieve well. Right from the start of each day, when parents are welcomed into school to hand over their children to the teachers, children are nurtured extremely well. The number of happy, smiling faces throughout the day is testament to this. Pupils are guided well and many know their targets. At present, the school does not always capitalise well enough on the children's thirst for learning to empower them to be more involved in their own learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and other leaders have provided a strong impetus for improvement across the school. Management of teaching and learning is particularly good and there is clear evidence of accurate lesson observations and good advice leading to improvements in teaching. Staff are dedicated and passionate about the school and committed to the welfare and good achievement of the pupils. The school has many leaders, some of whom are relatively new in post, each working hard in their areas. At present, however, all leaders are not given the opportunity to contribute as effectively as they might to the whole-school evaluation. The headteacher has a clear vision for implementing changes to drive improvement further. This vision is not understood quite as clearly by a minority of staff. Nevertheless, this has not impacted on pupil outcomes, which are good.

□ Parents, carers, friends and neighbours are all welcomed into school. Community cohesion is good, as this is a school that really does bring the local community into the school. The school has good links with some schools internationally, but is in the early stages of developing links with other schools in the United Kingdom. There is a wide range of very effective partnership involvement, including the work with a group that helps families who need additional support. Equality of opportunity is good and gaps between different groups of pupils are narrowing rapidly. Safeguarding is exemplary, with extensive, clear policies and secure risk assessment systems. Pupils have good understanding of others' beliefs and differences as the school does not tolerate discrimination at all. Governors are very active in school and know the strengths and

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areas for development very well. They support and challenge the school effectively, but at present they are not sufficiently involved in evaluating their own performance. The school achieves good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Adults ensure that all groups of children are integrated successfully and supported well in their welfare and learning. Children enter with a wide range of skills, but many children come into the Nursery speaking little or no English. Good teaching, with a clear focus on developing early language skills, means that by the time they move to Reception, they are more confident in speaking English. Good teaching in Reception ensures that they make good progress to reach national expectations in most areas, although communication and literacy skills remain weaker aspects. There are excellent relationships with parents, who are encouraged to come in and see what their children do. □

Children behave very well, listen carefully to adults and mostly work independently with particularly good levels of motivation. Teachers embed basic skills well through good teaching of linking letters to sounds and number work. The indoor learning environment is spacious, well resourced and provides stimulating activities for the children to plan their own learning as well as receiving well-focused support from adults. Outdoor provision complements that for indoors very well and activities are extended there well. Children feel very safe and play very happily together. Boys and girls were seen role playing cooking healthy meals and driving the fire engine to bring water to put out a fire in the Wendy House.

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□ Good quality leadership and management ensure that the team works successfully together to give the children a happy and productive time. Children are particularly well cared for, safeguarding is exemplary and the school gives parents good practical advice about how they can be involved in their children's learning. Assessment is very thorough and its analysis is being used increasingly well to extend the learning of the children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

About one third of the parents and carers returned their questionnaire. They were overwhelmingly positive about all aspects of the school's work. □ For example, most felt that the school keeps their children safe and that their children enjoyed school. This was something that was very evident to the inspectors. A very small minority of parents and carers did not agree that the school prepared the children for the next stage in their learning or helped them to support their children's learning. The inspectors felt that on the evidence found, the school did these things very well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clifton Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 94 completed questionnaires by the end of the on-site inspection. In total, there are 350 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	59	37	39	0	0	0	0
The school keeps my child safe	67	71	24	26	0	0	0	0
The school informs me about my child's progress	57	61	32	34	2	2	0	0
My child is making enough progress at this school	51	54	37	39	2	2	0	0
The teaching is good at this school	58	62	30	32	0	0	0	0
The school helps me to support my child's learning	54	57	34	36	4	4	0	0
The school helps my child to have a healthy lifestyle	51	54	36	38	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	53	33	35	5	5	0	0
The school meets my child's particular needs	44	47	46	49	2	2	0	0
The school deals effectively with unacceptable behaviour	44	47	45	48	3	3	0	0
The school takes account of my suggestions and concerns	40	43	46	49	3	3	1	1
The school is led and managed effectively	50	53	34	36	4	4	0	0
Overall, I am happy with my child's experience at this school	61	65	27	29	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 June 2010

Dear Pupils

Inspection of Clifton Primary School, Southall UB2 5QP

Thank you for your warm welcome when we visited your school recently. We enjoyed talking to you and seeing how well you learn in class. Your questionnaires told us that you enjoy school very much and that you feel very safe there.

Yours is a good school. It is a happy and exciting environment. Your teachers know you very well and find lots of different ways to help you learn and develop as young people. We were very impressed with your vegetable garden. We also enjoyed hearing your African drumming. □ □

Your headteacher, teachers and governors are all working hard to keep improving the school. We have asked your headteacher to make the school even better by:

- making sure that you have more activities in lessons where you learn independently
- checking more often during lessons on how well you are doing
- making it clear to you what it is you should be able to do so that you can always tell if you are doing well
- getting the teachers who look after your individual subjects to work more closely together to decide what are the most important ways the school can be better
- explaining the reasons clearly for making changes in the school.

You can help by asking your teachers to make it clear to you how you will know if you are doing a good job in each of your activities in class.

We would like to wish you all the best for the future and we hope that you enjoy seeing your tomatoes grow well. □

Yours sincerely

Dr Alison Thomson Lead Inspector

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