

Clarendon Road Community Primary School

Inspection report

Unique Reference Number	105902
Local Authority	Salford
Inspection number	336576
Inspection dates	13–14 May 2010
Reporting inspector	Geoffrey Yates

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	304
Appropriate authority	The governing body
Chair	Mrs Lynne Cullimore
Headteacher	Mrs Jean Dunnet
Date of previous school inspection	14 March 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons and teachers. The inspectors met with pupils, staff, governors, and parents and carers. They observed the school's work and looked at teachers' planning, lesson plans, the school's improvement planning, safeguarding documents and other important policies. One Hundred and Two parents' and carers' questionnaires were received and analysed.

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

- achievement, learning and progress in English and mathematics, especially in writing in Key Stage 2
- whether leadership and management is strong enough to move the school on
- the quality of support given to vulnerable pupils
- the impact of recent changes made to the curriculum.

Information about the school

The school is slightly larger than most primary schools nationally. Most pupils are White British. An above average proportion has special educational needs and/or disabilities, mostly for moderate learning and/or behaviour problems. Among the awards it holds is the Healthy Schools Award. There is after-school provision on site that is managed by an outside provider and was not part of this inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school where pupils feel safe and secure and they are cared for well. Pupils have a good understanding of healthy lifestyles and are keen to help around school. Pupils' positive attitudes help to ensure that all pupils, including those with special educational needs and/or disabilities, achieve satisfactorily. Pupils enjoy their learning and make sound progress. Parents and carers are supportive, and most recognise that their children like coming to school. One parent summed up the views of many by saying, 'I am very pleased with the care, support and education my children receive.'

Children join the school in the Nursery with skills and abilities that are expected for their age. They make satisfactory progress in the Nursery and Reception classes but progress overall is slowed by lack of appropriate provision in the outdoor area. By the end of Year 6 attainment is broadly average and this represents satisfactory progress overall by all groups of pupils including those with special educational needs and /or disabilities. Standards are higher in mathematics than in English because progress in developing pupils' writing skills has been slower.

The quality of teaching is satisfactory and some is good. It is not as effective when the work is not consistently challenging. Pupils' understanding of what they need to do to improve their work is an area of weakness in some classes. The school provides a satisfactory curriculum and a range of interesting extra-curricular activities for pupils. Recent changes to the curriculum have yet to have an impact on raising standards further and pupils are not given sufficiently challenging opportunities to use and develop their writing skills. The school has recently improved the way in which it collects information about pupils' progress and this information is used well in some classes, but remains an area for development to ensure consistency.

Determined leadership and management by the new senior leadership team demonstrate the school's satisfactory capacity to sustain further improvement. This is because its self-evaluation is accurate and there is a clear focus on the school's improvement. This can be seen in the steps already taken to improve the use of assessment data and in the good work done in improving standards in mathematics since the previous inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by ensuring that:

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- all teachers have high expectations of what pupils can achieve in lessons
- the pace of lessons is brisk
- assessment information is used well so that work is challenging and precisely tailored to pupils' needs
- marking provides pupils with a clear idea of what they need to improve their work and regular checks are made that these suggestions are acted on positively by pupils.
- Raise standards in writing by providing:
 - challenging and exciting work for pupils to do
 - more opportunities for pupils to use their writing skills well in other subjects.
- Improve the outdoor provision in the Early Years Foundation Stage by providing good-quality learning experiences in all areas of learning so as to promote children's development.
- About 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy learning, particularly in lessons where they are active and involved. For example, while writing tasks in some classes are uninspiring, pupils in a Year 6 lesson relished the opportunity to write about what they thought about graffiti, commenting, 'To some people graffiti is artwork, around here it is just vandalism.' Most pupils across the school make satisfactory progress from their average starting points in Year 1 resulting in satisfactory achievement. Pupils' attainment is broadly average overall. Standards in writing are below average, but show some improvement on the previous year. However, pupils miss out on opportunities to practise their writing skills in lessons in other subjects. Pupils do not always know what to do to improve their work. They generally listen attentively and work hard, but they do not always set out their work well. Pupils with special educational needs and/or disabilities make similar progress to their peers as do those at an early stage of learning English as an additional language. Pupils whose circumstances may make them vulnerable are quickly identified and provided with focused support so they too make satisfactory progress.

While the vast majority of pupils behave well, low-level disruption means behaviour is satisfactory overall. Pupils are friendly and welcome opportunities to take on responsibility and take great pride, for instance, in their roles on the school council. They make good positive contributions to the school and local community and are further developing their contributions to the wider community. Pupils' spiritual, cultural and social development is satisfactory and their well-developed sense of right and wrong reflects good moral development. Careful preparation for secondary education, broadly average standards overall and pupils' good social skills all contribute to preparing pupils appropriately for their future.

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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	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching is satisfactory overall, but good in some lessons. In the best lessons teachers maintain a good pace of learning and ensure that activities are matched well to pupils' abilities. Teachers use questioning skills well to provide an appropriate level of challenge for pupils and to check the impact of their teaching on pupils' learning. Teaching assistants provide valuable support to pupils with special educational needs and/or disabilities. When teaching is less effective there is no pace to the lessons and so pupils do not make as much progress as they should. In these classes assessment information is not used well to match work to pupils' needs and the marking of pupils' work does not clearly identify the next steps which pupils must take to improve its quality. The school has recently made changes to the curriculum and while it is too early to see the impact of this in terms of higher attainment, there are early signs that this has increased pupils' enjoyment of learning and that some aspects of pupils' work is beginning to improve. The pastoral care within the curriculum is strong as is the focus on healthy lifestyles and staying safe. There is a suitable emphasis on mathematics and on writing in literacy lessons. However, there is insufficient emphasis

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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on providing opportunities for pupils to develop their writing skills in other curriculum areas. The curriculum is enriched by a variety of clubs and other activities. It is clear that these are very positive experiences add much to pupils' learning and enjoyment. Good-quality care for pupils' welfare ensures that pupils feel good about themselves. Good guidance for personal development ensures a confident move to their next class and school. The learning mentor gives good support to pupils who find it hard to behave well. Positive support for parents and carers has resulted in improved attendance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and newly appointed senior leadership team have the same shared determination to drive up attainment and have worked hard to overcome the underachievement in mathematics identified in the previous inspection. Teaching is improving because of better monitoring arrangements and in some classes is good. Leaders are now more rigorous in using assessment data and in following up and eradicating the shortcomings that they have identified in teaching. As a result, there are clear signs in some age groups of the good progress that is needed throughout the school to raise attainment further.

Governors are supportive and are particularly robust in discharging their statutory responsibilities regarding safeguarding pupils. This is given a high priority and all requirements are fully met, with documentation being of high quality. Staff have regular updates in child protection training and are very well equipped to deal with concerns. The governors' role of challenge is developing as they are becoming more aware of the weaknesses in provision. The school promotes community cohesion soundly and, as a result, pupils have a developing understanding of the different cultures and faiths within the United Kingdom and the wider world. Good partnerships with outside agencies and other local schools have had a positive influence on the pastoral care, guidance and support given to pupils and on pupils' enjoyment of the curriculum. In this inclusive school, equal opportunities are promoted appropriately, although pupils do not consistently make good progress.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Provision is satisfactory and improving because of new leadership and management. The newly appointed leader has an accurate understanding of the strengths and weaknesses of provision as well as an awareness of what needs to be done to improve provision further. Improved assessment systems now provide an overall picture of children's development. This ensures that planned activities are based on children's needs. All welfare requirements are met. Children are happy, well cared for and enjoy what they are doing and build good relationships with adults. This is a view shared by parents and carers. Children typically enter the Early Years Foundation Stage with skills that are expected for their age; they make satisfactory progress in most areas but make better gains in their personal, social and emotional development. This is because adults ensure that personal development receives a high priority. By the time they enter Year 1 most children are working within the expected range in all areas of learning. The quality of teaching and learning is satisfactory overall. Where teaching is stronger the quality of questioning children receive is more effective in helping them to improve their language skills. Teachers make good use of the resources in the classroom and this encourages children to explore and learn through stories and role play. This however, is not replicated in the outdoor learning environment and, while it is recognised that there is restricted access, this aspect of provision is underdeveloped and there is a lack of resources. Consequently, this limits opportunities for children to practise and extend their experiences in all areas of learning outdoors.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Almost all parents and carers are very positive about the school and their children's experiences. A small minority expressed concerns about supervision in the playground at lunchtimes and these concerns have been shared with the school. The inspectors found no evidence to support the small number of other issues that parents and carers had concerns about. Overall, the school deals well with any incidents of unacceptable behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clarendon Road Community 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 102 completed questionnaires by the end of the on-site inspection. In total, there are 304 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	62	36	35	2	2	1	1
The school keeps my child safe	51	50	48	47	3	3	0	0
The school informs me about my child's progress	49	48	50	49	3	3	0	0
My child is making enough progress at this school	41	40	50	49	8	8	2	2
The teaching is good at this school	50	49	47	46	3	3	0	0
The school helps me to support my child's learning	44	43	54	53	4	4	0	0
The school helps my child to have a healthy lifestyle	35	34	63	62	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)	37	36	51	50	5	5	0	0
The school meets my child's particular needs	37	36	55	54	4	4	3	3
The school deals effectively with unacceptable behaviour	33	32	53	52	10	10	1	1
The school takes account of my suggestions and concerns	35	34	52	51	8	8	2	2
The school is led and managed effectively	36	35	57	56	5	5	2	2
Overall, I am happy with my child's experience at this school	51	50	45	44	4	4	1	1

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.



17 May 2010

Dear Pupils

Inspection of Clarendon Road Community Primary School, Manchester, M30 9BJ

It was a pleasure to visit your school. The inspection team thoroughly enjoyed talking to you and listened carefully to what you had to say. Yours is a satisfactory school and the level of care you receive is good. You are polite and welcoming but at times the behaviour of a small minority of your fellow pupils is less than good. You say you feel very safe in school. With lots of flights of stairs to climb, especially on route for the library, safety is very important. You enjoy the after-school clubs and the trips you go on.

Younger children settle down well in the Nursery and Reception classes. They have lots of interesting things to do inside the classrooms but we have asked your school to make outside activities more interesting and exciting. All pupils want to learn and this helps you all in your work. We would like you to improve your attainment in writing and have also asked your school to make sure that all the teaching you receive is of a good quality. Teachers in some classes need to plan work more carefully to match your knowledge and skills. Some of you are not always clear about what you need to do to improve your work. We want you to know exactly what to do in order to make your work better.

Your headteacher and the staff are working hard to make your school even better.

We wish you every success for your future.

Yours sincerely

Mr Geoffrey Yates

Lead Inspector

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