

# Claremont Community Primary School

## Inspection report

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|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 119240              |
| <b>Local Authority</b>         | Blackpool           |
| <b>Inspection number</b>       | 339386              |
| <b>Inspection dates</b>        | 18–19 November 2009 |
| <b>Reporting inspector</b>     | Margot D'Arcy       |

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>                 | 2–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 521  |
| <b>Appropriate authority</b>               | The governing body                                     |
| <b>Chair</b>                               | Helen Kay  |
| <b>Headteacher</b>                         | Eileen Brierley  |
| <b>Date of previous school inspection</b>  | 2 March 2008   |
| <b>School address</b>                      | Westminster Road<br>Blackpool<br>Lancashire<br>FY1 2QE |
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 15 lessons and held meetings with governors, staff and pupils. They observed the school's work and looked at documentation, including the school's data about pupils' progress, records of checks on the school's effectiveness, school improvement plans and teachers' lesson plans. Inspectors analysed 93 parental questionnaires.

- pupils' achievement in English, mathematics and science, particularly that of girls
- the consistency of teaching quality throughout the school
- the effectiveness of leadership and management in improving pupils' attainment and achievement and the quality of teaching
- the effectiveness of provision for children in the Early Years Foundation Stage.

## Information about the school

This is a very large school. The proportion of pupils entitled to free school means is well above average. The proportion with special educational needs and/or disabilities is above average. Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is below average; very few are at an early stage of learning to speak English. The school population is constantly changing because significant numbers of pupils, 52% last year, leave and enter the school other than at the usual admission and transfer times.

The school makes Early Years Foundation Stage provision for Nursery and Reception children. Currently, some Reception children are being taught on a different site, based at Beacon Hill High School, approximately a mile away. This is a temporary arrangement made in liaison with the local authority pending some new primary provision in the authority. The governing body also manages a Children's Centre on the school site, which provides a number of extended services. This includes childcare provision for children aged two to four, which was inspected as part of this inspection.

The school has gained the national Healthy School award and the 'I Can' language award is held across the Early Years Foundation Stage.

**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

The school provides a satisfactory standard of education. Whilst attainment by the end of Key Stage 2 is still significantly below average, it has shown improvement for three successive years, with notable improvement in 2009. Improvements are most evident in English and mathematics where the school has focused its work. Similarly, whilst attainment is significantly below average at the end of Key Stage 1, there is a clear trend of improvement in reading, writing and mathematics over the last three years. However, science has not been a priority. Consequently, improvement in this subject is limited and pupils are not achieving as well as they should in it. At both key stages, girls do not achieve as well as boys in any subject.

Overall, pupils make satisfactory progress, but progress varies in response to a number of factors. These include the quality of teaching, attendance, and the educational disruption experienced by a significant number of pupils who join, leave, and sometimes re-join the school at various points in their primary school career. In general, pupils who remain at the school for their entire primary education make better progress than others.

The quality of teaching is satisfactory overall. In some classes, the quality of teaching has a strong impact upon pupils' learning and occasionally it is outstanding. However, teaching is not yet of the consistently good quality throughout the school that will speed up the rate of progress in all classes. A small amount of teaching is weak.

There are strengths in pupils' understanding of how to live a healthy lifestyle and most pupils show a good commitment to this, choosing healthy foods at lunchtime and participating in extra-curricular exercise and sport-related activities. The school's unremitting efforts to improve attendance are proving successful, but despite this, attendance remains well below average. The school looks after pupils well and works hard to fostering good relationships and links with parents, for example, in relation to improving attendance and pupils' welfare. The success of the school's work in these areas is reflected in parents' very positive views and the high regard in which they hold the school.

The school's evaluation of its work is mostly accurate. The leadership team is sincerely committed to providing the significant support and care that many pupils need to help them deal with social and emotional issues, which often impacts negatively on their learning and personal development. Considerable time and resources are deployed to this end; for instance, helping pupils manage their behaviour, implementing additional learning programmes for pupils who are falling behind and vigilantly monitoring and supporting attendance and the welfare of other vulnerable pupils. The school's

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leadership recognises that teaching needs to be better than satisfactory, but systems to monitor and improve this key aspect of provision lack rigour. Similarly, whilst improvements have been made to the way the school uses assessment data to monitor individual's progress and address underachievement, the analysis of how particular groups of pupils are progressing is very limited. This obscures the school's view of its effectiveness and some areas of apparent underachievement, for example, that of girls, go unchecked. Nevertheless, in the context of the relatively short time since the school's last inspection and the improvements that have been made to attainment and achievement in English and mathematics at both key stages, the school's capacity to improve is satisfactory.

### **What does the school need to do to improve further?**

- Raise attainment and improve achievement in English and mathematics throughout the school so that pupils reach average standards by the end of Year 6.
- Raise attainment and improve pupils' achievement in science in Key Stages 1 and 2 by:
  - implementing a clear programme of work for all year groups that builds progressively on earlier learning and consistently promotes the development of key investigative skills
  - ensuring that pupils are not withdrawn from science lessons for other work
  - rigorously monitoring and evaluating the quality of teaching and learning
  - evaluating the impact of actions taken to improve the provision in relation to their impact on pupils' attainment and achievement.
- Improve the quality and consistency of teaching throughout the school, including in the Early Years Foundation Stage, to be at least good. To this end:
  - ensure that work is consistently challenging, interesting and matched well to pupils' needs
  - improve the quality of adult intervention by Early Years Foundation Stage staff in the activities children choose for themselves.
- Improve the rigour with which leaders and managers monitor, evaluate and take action to improve attainment, achievement and the quality of provision, particularly teaching and learning, by:
  - implementing a programme of regular, formalised, lesson observations
  - implementing regular, formalised, analyses of pupils' work that focuses on the extent of progress for different groups and how well the quality of teaching is meeting pupils' needs
  - implementing more rigorous analysis of assessment data to enable comparisons of the progress of different groups of pupils, for example, by gender and between parallel classes
  - enabling subject leaders, especially in English, mathematics and science, to be

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more informed about pupils' attainment and progress and the quality of provision in their subjects

- taking action to modify the curriculum, as necessary, to meet pupils' needs, for example, in response to indicators of underachievement of specific groups of pupils, such as girls.
- Improve attendance so that the gap between the school's attendance rate and the national average is further reduced and rates move consistently toward the national average.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

Pupils' attitudes to and enjoyment of learning are variable. When the content of lessons captures their interest and activities are varied, challenging and taught at a good pace, pupils respond well and this generally results in good learning. The very challenging behaviour and limited concentration of a minority of pupils often impedes their learning and can also impact negatively on the learning of others, for example, by slowing the pace of lessons whilst staff deal with inappropriate behaviour. This can happen even when teaching is good. In lessons where the work is not sufficiently motivating, challenging or actively involving pupils, or where teachers talk for too long, learning is less effective. Pupils say that they enjoy practical, investigative, work and inspectors noted very effective learning in such lessons with pupils becoming so engrossed in their work that misbehaviour was not an issue. This was evident in a Year 2 science lesson in which pupils made circuits and could not contain their enthusiasm to draw diagrams of these using the new scientific symbols they had learned. Similarly, in a Year 6 history lesson about World War Two, pupils relished working in small groups, becoming completely absorbed in discussing the views of both sides and the moral issues of war. Pupils with special educational needs and/or disabilities make satisfactory progress overall. Some pupils in this group progress well in response to additional support programmes that are specifically tailored to meet their needs.

Pupils have a good understanding of unsafe situations and most are aware of appropriate strategies to keep themselves safe. They say they usually feel safe at school, although a significant minority is concerned about standards of behaviour. Pupils' contribution to the school and wider community is satisfactory, reflecting the opportunities provided. Their spiritual, moral, social and cultural development is satisfactory overall, but their understanding of cultural diversity is less well developed than other aspects.

*These are the grades for pupils' outcomes*

<sup>1</sup> 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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|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 4        |
| 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        |
| <b>The extent to which pupils feel safe</b>   | <b>3</b> |
| <b>Pupils' behaviour</b>  | <b>3</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>3</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 4        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>3</b> |

### How effective is the provision?

The very wide range of abilities in classes is a challenge for teachers. However, some are more successful than others in planning activities, using time efficiently and modifying questions, levels of support and work to meet these diverse needs. Teachers have to work hard to manage pupils' behaviour and most are successful in using a range of strategies to ensure effective learning. At times, however, teachers try to maintain behaviour by controlling, too tightly, the structure of the lesson and pupils' input. This reduces opportunities for pupils to develop independent learning skills and sometimes frustrates pupils to the extent that they misbehave to reduce the boredom or to make a point. There are some excellent role models for teaching in the school, but the overall quality of teaching is too variable to maximise learning opportunities in all classes. Teachers' marking and use of assessment to inform pupils of how to improve is variable, as is the quality and use of support staff to enhance teaching and learning.

The curriculum has strengths in terms of enrichment, for instance, through the wide range of extra-curricular clubs and visits, which are subsidised to make them accessible to all. There is also good provision for music and some well-tailored booster and catch-up programmes, including specific information and communication technology (ICT) based initiatives that impact well on progress because they motivate pupils. A high priority is placed on literacy and numeracy lessons, but these skills are not consistently well developed across the curriculum. Similarly, creative links between subjects to make learning more meaningful and enjoyable are inconsistent. There are some weaknesses in the provision for science. Planned work does not always build on earlier learning or emphasise key investigative skills.

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Pupils are well cared for in a secure, welcoming, environment. Relationships between adults and pupils are good, with staff using praise well to boost pupils' self-esteem and confidence. Pupils say they trust adults to deal quickly with any incidents or concerns. A skilled and committed pastoral team provide good support for pupils with emotional, social and behavioural difficulties. There are some good links with outside agencies that provide specialist help and advice for the school in supporting vulnerable pupils, such as those in care, those with behavioural difficulties and who have special educational needs and/or disabilities. Effective links with the local authority, including the educational welfare department, and the school's tireless work to raise attendance has resulted in some improvements. Whilst attendance remains an issue, pupils are made very well aware of the importance of good attendance. Links to support the youngest pupils' transition into school are good; arrangements to support transition to secondary school are satisfactory.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The school's leadership and management are well focused on addressing and improving pupils' personal development and welfare. Strategies to support work in these areas are good. Whilst there is a genuine commitment to improving attainment and achievement, the strategies to support improvements here are less rigorous and effective. Monitoring and evaluation of teaching and learning are for the most part informal. Whilst this method has provided a generally accurate insight of the quality of teaching and learning, it does not enable the school's leadership to identify, precisely, the specific improvements needed in particular classes, and to plan clear actions to tackle these. Subject leaders are only moderately involved in monitoring attainment and progress and improving provision in their areas of responsibility. The governing body is supportive of the school and is developing its role. A number of governors help out in school and there is a commitment to improvement. Governors are beginning to question the school more about its work, but are not sufficiently involved in the school's strategic development. The school works effectively to eliminate discrimination and barriers to learning to improve pupils' life chances. Safeguarding procedures meet government guidelines and arrangements for ensuring pupils' health and well-being are effective. Work to promote community cohesion is satisfactory. The school has prioritised promoting cohesion within the school community and this is having a positive impact. There are clear plans to extend this work to other communities. Partnerships to support



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pupils' welfare are good, and satisfactory in supporting pupils' learning.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The childcare provision complies with the registration requirements. Children under three are happy and well cared for in a bright, welcoming, well-organised environment. The manager of the two year-old Nursery provides clear direction to an effective team of adults who make good use of ongoing observations to ensure the provision meets children's welfare and learning needs. Children are happy and enjoy the range of play activities. Toilet and nappy changing areas are appropriately resourced and hygiene routines well established. There is no provision, however, of a quiet area for the youngest children to rest or sleep. Risk assessments are satisfactory although the recording of some of these could be more rigorous.

Children begin Nursery with low levels of skills and development for their age. Overall, they make satisfactory progress during the Early Years Foundation Stage, but standards of attainment remain well below average by the time children leave Reception. Children are happy and enjoy a balanced and broad range of appropriate activities, indoors and outdoors, that allow them to make choices, explore and learn through play, and develop independence. Children develop a satisfactory understanding of right and wrong and of how to play and work together. Relationships between adults and children are good, and strong links are established with parents. Children's welfare is effectively promoted, for example, through the provision of healthy snacks and appropriate guidance on how to keep safe.

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Teaching quality, whilst satisfactory overall, is variable. For example, in activities the children choose for themselves, the level of adult intervention and interaction is not always good enough to take learning forward as well as it should. Ongoing assessment is used satisfactorily to inform planning. There is no significant difference between the quality of provision for children at the different sites. Leadership and management of the Early Years Foundation Stage are satisfactory. A new and enthusiastic manager has recently been appointed from the senior management team and is being effectively supported by a senior leader with experience in this phase.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>3</b> |
| 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**

Parents hold very positive views about the school. A number expressed particular appreciation for the support the school provides in helping their children deal with behaviour problems and communicating with them regularly about their children's progress in this area. Inspection evidence supports these views. A very small minority of parents felt that their children were not making enough progress with their learning. Inspectors agree and found that whilst learning and progress is satisfactory overall, there is scope for progress to be better.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Claremont 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 521 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 50             | 52 | 38    | 40 | 2        | 2 | 0                 | 0 |
| The school keeps my child safe  | 50             | 52 | 46    | 48 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 35             | 36 | 57    | 59 | 3        | 3 | 0                 | 0 |
| My child is making enough progress at this school   | 41             | 43 | 48    | 50 | 5        | 5 | 0                 | 0 |
| The teaching is good at this school   | 40             | 42 | 54    | 56 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning  | 32             | 33 | 59    | 61 | 2        | 2 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 34             | 35 | 56    | 58 | 1        | 1 | 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) | 27             | 28 | 63    | 66 | 1        | 1 | 0                 | 0 |
| The school meets my child's particular needs  | 33             | 34 | 59    | 61 | 2        | 2 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 35             | 36 | 52    | 54 | 6        | 6 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 29             | 30 | 61    | 64 | 0        | 0 | 1                 | 1 |
| The school is led and managed effectively   | 40             | 42 | 53    | 55 | 1        | 1 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 47             | 49 | 47    | 49 | 1        | 1 | 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 inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| 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.**



Dear Pupils

Thank you on behalf of the inspection team for your warm and friendly welcome when we came to inspect your school. We enjoyed our visit, especially the discussions we had with many of you. We judged Claremont to be a satisfactory school.

We were particularly impressed at how much you all knew about keeping healthy and the good food choices you made at lunchtime. We were also very pleased to see how effective your school is at looking after you. Staff work hard at maintaining good links with your parents and carers and consult specialists for advice and support on how to improve areas such as attendance and your behaviour.

Although your attendance has improved, this is still something that needs to get better. We know that you all understand how important it is to come to school regularly so we want you to try extra hard to help your school improve even more in this area.

We have also asked your school, and particularly your teachers, to make sure that you all make the best possible progress in lessons so that you attain higher standards in English, mathematics and science by the time you leave. To do this we have asked that your school's leaders make regular checks on lessons and on the work you do to make sure that you are all learning as well as you can.

We wish you all the very best for the future.

Yours sincerely,

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