

Claremont Primary School

Claremont Road, Moss Side, Manchester, M14 7NA

Inspection dates

5–6 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a very happy and caring school. Pupils thrive within a calm and purposeful learning environment.
- Achievement has improved since the last inspection and is now good. Most pupils throughout the school make good progress in reading, writing and mathematics and standards have risen at the end of both Key Stages 1 and 2.
- Teaching is good and some is outstanding. Teachers know the pupils well. They praise and encourage them and make lessons interesting and fun; hence pupils are eager to learn.
- Pupils are proud of their school, behave well and feel safe. They respect one another and are keen to help and take responsibility.
- The community is very supportive and pupils from a wide range of cultural backgrounds get on and work well together.
- The curriculum provides a wide range of experiences including after-school clubs. It is a significant contributory factor to pupils' strong spiritual, moral, social and cultural development.
- Senior and middle leaders robustly support the headteacher. Together they have developed a strong staff team committed to improving the quality of teaching and raising attainment.
- Leaders and managers have a secure knowledge of the school. Actions are productively focused on improving the quality of teaching and increasing the rate at which pupils make progress.
- The governing body plays an important and successful role in supporting and challenging the school, which is helping to drive up improvements.

It is not yet an outstanding school because

- Teaching is not yet outstanding. The best practice seen in lessons is not consistently evident across the school.
- Although pupils' progress is good, standards in reading remain lower than those in writing and mathematics in both Key Stages 1 and 2. This is particularly the case for the most-able pupils.

Information about this inspection

- Inspectors observed teaching and learning in 18 lessons. They observed the teaching of small groups of pupils receiving extra support in English and mathematics. In addition, the inspectors made a few short visits to observe pupils' learning, scrutinised a sample of pupils' work and listened to some pupils read.
- Inspectors spoke to groups of pupils and to parents as they brought their children to school in the morning. They took account of 18 responses from parents to the online (Parent View) survey.
- Meetings were held with the headteacher, senior leaders and managers, staff, the Chair and Vice Chair of the Governing Body, a local authority representative, a small proportion of parents and some pupils.
- The inspectors observed the work of the school and looked at a number of documents, including: the school's own information about pupils' progress; planning and monitoring of teaching and learning; and safeguarding information.
- Inspectors took account of 17 responses from staff to the inspection questionnaire.

Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Clare Daniel

Additional Inspector

Clarice Nelson-Rowe

Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school.
- Most pupils come from minority ethnic backgrounds. The largest groups are from Black or Black British, and other mixed backgrounds.
- The proportion of pupils supported by the pupil premium (extra government funding for pupils known to be eligible for free school meals, children in local authority care and children of service personnel) is very high. Almost all pupils in this group are those eligible for free school meals, and a few are looked after children.
- There are many more pupils than average who speak English as an additional language.
- The proportion of pupils who receive extra support through school action is above average and the proportions supported through school action plus or with a statement of special educational needs are well-above average.
- The school runs breakfast and after-school clubs.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is never less than good and much is outstanding, and hence enable pupils to make rapid and sustained progress, by ensuring that:
 - activities are consistently and closely matched to the different needs and abilities of all the pupils
 - teachers always check out learning and progress in lessons and use this information to adapt the learning of pupils
 - pupils consistently produce as much work as they should in lessons
 - there are regular opportunities to share outstanding aspects of teaching.
- Further accelerate progress in reading, particularly for the most-able pupils, in order to raise standards further, by:
 - ensuring pupils are taught reading comprehension skills more regularly and systematically
 - giving pupils the opportunity to practise and apply their reading comprehension skills in different subjects
 - ensuring appropriate reading material is used to stimulate and motivate pupils.

Inspection judgements

The achievement of pupils

is good

- The majority of children start school in the Early Years Foundation Stage with skills well below those typically expected for their age. From these very low starting points, most pupils make good progress throughout the school. By the end of Key Stage 2, they reach standards in reading, writing and mathematics which are improving steadily and are broadly average overall. Although the standard in reading remains below national expectations, the school recognises the need to continue to accelerate progress in order to make up for past underachievement.
- Children get off to a good start in the Early Years Foundation Stage. Lively resources and well-planned activities, both indoors and out, mean they are excited and eager to learn. Children are encouraged to talk about what they are doing and to share and take turns as they play.
- Pupils are working hard during Key Stage 1 and their progress is accelerating. In 2013 the attainment of the pupils was close to the national average in reading, writing and mathematics
- Early reading skills are taught well. By Years 1 and 2, pupils use their understanding of letters and sounds to build unfamiliar words. Older pupils enjoy reading and understand its purpose as an essential life skill. They talk about books they have read, and about how much they read during their lessons, including when doing research on the internet. Their attainment by Year 6 is rising. However, not enough of the most-able pupils reach the higher levels of attainment in reading in Key Stage 2.
- In mathematics, progress is now good and standards by Year 6 are now average. Pupils now have secure calculation skills. Their problem-solving and investigational skills are now improving at a good rate.
- Writing has improved since the last inspection. Pupils in all classes enjoy writing and this is reflected in the consistently good progress being made in Key Stage 2.
- The school has made good use of the pupil premium funding to provide additional staffing and resources, including information and communication technology equipment. The breakfast club mean pupils are better prepared for learning. Pupils who are eligible for pupil premium funding, including those who are known to be eligible for free school meals, make similar progress to other pupils and they reach similar standards in reading, writing and mathematics at the end of Key Stage 2. There is no gap between the standards these pupils attain and those attained by others in the school.
- The more able pupils are making good progress in mathematics and writing but they are not achieving the higher levels in reading in national tests at the end of Key Stage 2.
- There is a range of special programmes to support pupils who are at risk of falling behind in their learning. Different groups, including those who are disabled or who have special educational needs, those from different ethnic backgrounds and those who speak English as an additional language, make similarly good progress. This is because of the good-quality support programmes and the structured guidance these groups receive.

The quality of teaching

is good

- Teaching is typically good across the school and some is outstanding. Teachers know pupils well and have good relationships with them. They make it clear to pupils just what they are expected to learn and pupils find lessons relevant and interesting. Teaching assistants play an active part in lessons and their support for particular pupils helps them to make progress.
- Where teaching is outstanding, teachers expect the most of all pupils. They plan activities and use resources which are just right for the needs and abilities of different pupils. There was a buzz of activity as pupils in Year 5 created a dialogue between Scrooge and Fagin as part of their study on the books of Dickens. Pupils were clear about what they were learning, were keen to produce high quality writing and progress was excellent.
- The best lessons move along quickly and pupils are actively involved at all stages. Teachers

draw out pupils' ideas, check their understanding and help them improve their work through the questions they ask. For example, Year 4 pupils deepened their understanding of how to solve equivalent fractions in mathematics through having opportunities to discuss processes and clarify their thoughts.

- Pupils are keen to do their best. However, in a small number of lessons they are not always asked to do work that matches their abilities, this is particularly the case for the most-able pupils. In these lessons pupils sometimes found it difficult to remain focused and did not produce enough work. Occasionally, teachers do not check out learning and progress in lessons and use this information to adapt tasks.
- Pupils enjoy learning through themes or topics. Teachers look for connections between different subjects to make learning more interesting and meaningful. However, opportunities to transfer and develop reading comprehension skills to other subjects and the use of information and communication technology are not as strong as they could be.
- Although reading is generally taught well, pupils' achievement is occasionally held back. This is because some of the most-able pupils are not always given the right reading material and work that challenges them to achieve higher. Most recently there is some good development of reading skills at Key Stage 1. However, at Key Stage 2, reading activities do not always motivate the pupils. Opportunities to develop pupils' reading are occasionally missed because there is not enough emphasis and chances to practise their deduction and inference skills.
- There is outstanding practice in teaching within the school but this is not utilised to its full potential.

The behaviour and safety of pupils are good

- Pupils' behaviour contributes extremely well to the calm, purposeful and orderly atmosphere in Claremont Primary School. Pupils behave sensibly and courteously around the school. They display positive attitudes to learning and mostly apply themselves well in their lessons.
- Pupils from a wide range of cultural backgrounds get on well with each other. This is because the pupils themselves play an active role in supporting each other: they are keen to act as interpreters when needed and to ensure that anyone new to the school feels cared for.
- The school has a clear behaviour-management system which teachers and other adults apply consistently. Pupils know the system well and are eager to keep their reward points for good behaviour. Pupils' confidence and self-esteem develop quickly; for example, when speaking to the whole class, they talk in an assured manner.
- The playground is very active but pupils show appropriate consideration for others while playing. Adults monitor playtimes well and some older pupils, who take their roles as peer mediators seriously, ensure no one is left without someone to play with. Lunchtimes are pleasant and pupils are keen to take on jobs to help the adults.
- Governors, parents and carers, and staff agree that pupils' behaviour at school has improved greatly. School records on behaviour are maintained well and show that incidents of misbehaviour have reduced.
- Pupils are very appreciative of the in-school counselling service to support them if needed.
- Pupils are well aware of the school's focus on anti-bullying. They understand the concept of bullying well for their age. They think bullying at school in all its forms is rare and any incidents that do occur are tackled quickly and effectively by their teachers.
- Pupils have learned how to keep themselves healthy and safe. They can explain how to be safe on the road and when using the internet.
- The school monitors attendance closely and promotes the need for good attendance very well. Attendance has been improving and is now above average. Pupils feel safe, secure, valued and cared for at school.
- The school council provides a good forum for pupils to take part and influence the development of the school.

The leadership and management are good

- The headteacher has high ambitions for the school and is well supported by middle leaders and the governing body. The senior leadership team provides clear and purposeful leadership and staff have clear roles and expectations.
- Middle leaders are very effective and their well-planned actions have led to improvements in teaching and pupils' achievement since the last inspection. Teaching is now good and some is outstanding. Pupils now make good progress and standards are on a rising trend.
- There have been several changes to staffing. There is now a cohesive staff team who are committed to giving all pupils the best possible opportunities. Teachers are set challenging targets as part of performance management of staff which is linked to pupils' progress, teachers' professional development needs and pay progression.
- Senior leaders are accurate and honest in their judgements about the school. They know what still needs to be done and have set appropriate priorities to improve the school further.
- Leaders share a determination to develop teachers' skills in order to improve teaching further. They regularly check the quality of teaching in lessons and pupils' work and provide guidance to teachers on how to improve their teaching. This has helped to eliminate weak teaching. High-quality training is provided to meet whole-school and individual teachers' needs.
- The progress of individual pupils is tracked by leaders and teachers. Assessment data is used well to ensure that all groups of pupils are doing equally well. This demonstrates the school's commitment to promoting equality of opportunity.
- The curriculum is well organised for all groups of pupils and topics studied, including Black History Week, reflect the cultural diversity of the school and local community. Cultural and spiritual development is well provided for. There is a strong focus on developing pupils' basic skills of literacy and numeracy. It provides a broad range of activities which pupils experience both within and outside school. Pupils are very appreciative of the enrichment provided in the curriculum and spoke with great enthusiasm about the arts festival and the opportunity to showcase their art and drama skills in a theatre. Pupils get some good opportunities to practise their writing skills across the curriculum but such opportunities are limited for pupils to develop reading comprehension skills.
- Pupils' spiritual, moral, social and cultural development is driven effectively by the inclusive ethos of the school. The diversity of the cultures in the school provides rich opportunities for pupils to learn first-hand about world religions and cultures.
- Relationships with most parents are positive and the school works hard to involve them as part of the community through a whole range of activities, such as the 'Somali Cultural Festival'. The school is actively involved in partnership work, including the Primary Inclusion Partnership and the Heart of Manchester Partnership. As part of a group of local schools, Claremont is benefitting from the joint professional development of staff.
- The new primary school sports funding is being used to provide specialist sports coaches to teach physical education lessons and to enable regular competition with other local schools. Staff are benefitting from the extra professional development offered by specialist coaches but further emphasis is needed to extend the skills of class teachers.
- The local authority has provided good support, which has contributed to school improvement.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- **The governance of the school:**
 - Members of the governing body know the school well and are very involved in school life. They have a very strong Chair and Vice Chair who are committed to making sure all pupils get the best possible opportunities and ask challenging questions if they feel pupils are not doing well enough. They have a good understanding of the strengths and areas for improvement in respect to the quality of teaching and the progress that pupils are making. They are knowledgeable about performance management and are robust in ensuring that outcomes of staff performance management relate to pay progression. Governors ensure the efficient management of financial resources, including the use of the pupil premium and its impact on the achievement of pupils supported by this extra funding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105408
Local authority	Manchester
Inspection number	426084

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	475
Appropriate authority	The governing body
Chair	Dr J Lovecy
Headteacher	Mrs P Dempsey
Date of previous school inspection	29 February 2012
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