

Clarendon Road Community Primary School

Clarendon Road, Eccles, Manchester M30 9BJ

Inspection dates	14–15 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Pupils make good progress in reading, writing and mathematics in the early years and key stage 1. Gaps in attainment between disadvantaged and other pupils have closed. There has been year-on-year improvement.
- Leadership is highly effective and shows good capacity for further improvement.
- Pupils are good readers and a culture of reading for pleasure is strong throughout the school. Effective teaching of phonics (the sounds that letters represent) encourages pupils to read from an early age.
- Teaching of English and mathematics has improved because monitoring has been linked to an effective programme of professional development.
- Over the last two years, there have been many positive improvements, which are embedded and secure. Home school relationships are very positive.
- Pupils have a strong work ethic and they are encouraged to be thoughtful and to respect one another.
- Pupils' good behaviour and positive attitudes help them to learn, work and play together extremely well. They feel safe and are well cared for.
- Governors have built up a strong working relationship with school leaders and they offer challenge and support in equal measure.
- Good teaching in the early years provision means that children get the basic skills needed to succeed further up the school.

It is not yet an outstanding school because

- Outcomes at the end of key stage 2 are still inconsistent and do not always reflect the good progress that has been made elsewhere.
- Leadership of subjects, other than English and mathematics, is at an early stage of development.
- Pupils do not make consistently good progress in subjects other than English and mathematics.

Full report

What does the school need to do to improve further?

- Continue to improve pupils' outcomes in writing and mathematics at the end of key stage 2 so that all pupils, especially the most able, make consistently good progress.

- Develop the leadership of science and subjects other than English and mathematics to ensure that:
 - subject leaders are accountable for improvements in the subjects they lead
 - teachers increase their subject knowledge and confidence to teach subjects other than English and mathematics to a greater depth
 - pupils make consistently good progress across the full range of subjects
 - subject leaders monitor teaching and the curriculum and use this information to plan for future improvements.

Inspection judgements

Effectiveness of leadership and management is good

- This is an improving school. The headteacher has a clear strategy and understands the strengths and weaknesses of the school well. She has not tried to rush through too many changes at once but has prioritised and addressed each one in turn. This has ensured that improvements are embedded and secure.
- Over the last few years the fabric of the school has been transformed. The school is welcoming and clean. Displays of work add colour to the corridors and enhance the wall space in contrast to the school's stark, and formerly cold, Victorian heritage.
- A new and effective leadership team is in place with specific responsibilities to improve and develop English, mathematics, inclusion and early years provision. Improvements in these areas are clearly evident.
- The next identified challenge is to improve the leadership of subjects and ensure that the curriculum is well taught. Leaders recognised that the curriculum in place at the start of the year was not being taught in sufficient depth. To this effect, the school has changed to more discrete teaching of subjects from February, having trialled this approach successfully first in key stage 1.
- Leadership of subjects other than English and mathematics is at an early stage of development, with many subject leaders, including a number of recently qualified teachers, new to post. Plans for each subject are being drawn up and resources audited.
- Accurate monitoring and evaluation are used to provide regular information about the quality of provision and are informing the training of teachers. Regular observations and scrutiny of planning and pupils' work, coupled to constructive feedback, identify specific improvement targets for each teacher. These are supported by specific professional development. Recently qualified and new teachers are especially well supported by this process.
- Pupil premium funding is spent wisely. Most of the funding is used to provide additional support to ensure that disadvantaged pupils can achieve as well as their peers. This has had an impact in the lower school but has not yet been as successful in key stage 2. It has also ensured that these pupils are able to participate fully in all aspects of school life, including school trips, additional sporting activities and residential visits.
- The physical education and sports premium funding has been used to provide specialist coaching for all pupils as well as additional equipment. Very effective use is made of the limited available open space to develop pupils' skills in a very wide range of sports. All pupils are expected, and encouraged, to participate in competitive sports. The school has successfully competed in a wide range of sports, including badminton, swimming and dance. Pupils and parents appreciate the high-quality experiences on offer. However, teachers have not regularly used the opportunity to participate in sessions taken by the coach in order to improve their own expertise.
- The school supports pupils' spiritual, moral, social and cultural development well. They develop a good understanding of other faiths and beliefs. This is supported by visitors to the school.
- Pupils are encouraged to learn a musical instrument and provided with tuition.
- The school promotes a strong moral code. During the week of the inspection, pupils took the opportunity to celebrate the Queen's 90th birthday and were learning about the monarchy and its role in the constitution of the United Kingdom. This supported their understanding of British values.
- Parents commented that: 'the communication between home and school has improved considerably with regular e-mails, texts, letters and updates to the school website'. Others identified that 'access to the school website is fantastic and easy and always has correct and updated information on it'. Parents now have access to a wide range of information, including policies, as well as regular opportunities to celebrate the work and the achievements of their children.
- The local authority has worked closely with the school from the time it went into special measures in 2012 and has provided a good range of appropriate support, challenge and advice. This has helped school leaders and governors to challenge weak practice and drive through the improvements that have been necessary.
- There is strong evidence to show that there is good capacity for further improvement and that the school is on the up. As one parent wrote: 'I had doubts about sending my child to this school based upon the previous Ofsted report, but I must say I have been impressed. My child loves this school and the

teachers. When it came to applying for a Nursery place for my second child, this school became my first choice'. This comment perhaps best sums up the progress that has been made.

■ **The governance of the school**

- Since the last inspection, a new governing body has replaced the interim executive board. There is a good balance of expertise and skills and a good working relationship has been established with school leaders.
 - Governors fulfil their statutory duties well and they provide sufficient challenge and support to school leaders to enable them to fulfil their roles effectively. They keep their skills up to date through appropriate and relevant professional development.
 - Governors are involved appropriately with the school at a strategic level. They check data independently and have access to a range of in-school and published data to support their questioning and challenge. This has helped them to influence the school improvement plan by identifying targets.
 - Governors have a clear understanding of how teachers' performance is managed and the links with pay progression. Finances are managed efficiently.
 - Governors are regular visitors to the school, where they meet with individual school leaders. There is a clear focus and purpose to these visits. Governors know the school well.
- The arrangements for safeguarding are effective. Staff and governors are trained and well informed about safeguarding. Robust systems and record keeping are in place and leaders act immediately if they have concerns about individual pupils. Pupils' safety and welfare are at the heart of what the school does.

Quality of teaching, learning and assessment is good

- The quality of teaching has improved since the last inspection and there is a positive working atmosphere in classrooms.
- The headteacher, supported by the governing body and the local authority, has challenged weaker teaching and this has resulted in significant staff changes. Teachers, many of whom are relatively new to the school, have high expectations of pupils and manage behaviour well.
- There has been a strong focus on investing in training to improve teachers' expertise and ensure that the key skills of literacy and numeracy are taught well. Newly qualified teachers are well supported and their skills are carefully nurtured.
- Reading is taught very well. Pupils, from an early age, are taught to recognise and sound out words. Older pupils use challenging texts in guided-reading sessions and pupils get frequent opportunities and encouragement to read for pleasure.
- Pupils are taught to write in a range of genres including letters, recount and narrative. Stretch and challenge are being provided by looking at a greater range of texts. Pupils are taught the rules of grammar well. In lessons, a structured and functional approach enables them to recognise the differences between conjunctions and prepositions or to use adverbs and connectives appropriately. Pupils gain confidence in being able to apply the rules of grammar in these controlled situations. However, work in books shows that they are not always able to apply these as successfully in a different context.
- Teaching in mathematics is focused closely on meeting the needs of the pupils. Pupils who grasp mathematics quickly have frequent opportunities to apply problem-solving to different contexts. Pupils who grasp ideas slower are provided with carefully structured work and additional support. They often focus on number work and calculation, when they should be focusing on problem-solving.
- The school acknowledges that the priority has been on improving teaching and outcomes in mathematics and English. As a result, teachers lack the confidence to teach the full range of subjects such as science, history and geography as well as they teach English and mathematics. This is now being tackled with a restructured curriculum and a greater focus on specific subject knowledge. This is being rolled out across key stage 2 following successful implementation in Year 2, where science and history, for example, are now being taught more successfully and to a greater depth.
- There is a whole-school marking policy which is followed accurately by teachers. Work is marked regularly and errors in mathematics and writing are identified. Pupils are given regular opportunities to reflect and correct their work. Marking and feedback are less detailed in other subjects.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school is a warm, happy place where every child is made to feel welcome. As one mother explained: 'My children are very happy in the school. They are treated equally by both staff and pupils regardless of their colour.' There is an acceptance and celebration of difference. Pupils want to come to school, are proud to wear the uniform, look smart and are ready to learn.
- Opportunities are provided for pupils to take responsibility for different aspects around the school. The school council helps decide on various aspects of school life. Pupils learn about the democratic process by electing representatives to the council. Recently they organised a 'Superheroes Friday' with the money raised going to 'Cash for Kids' charity. Pupils regularly help with classroom jobs and at lunchtime befriend younger children and make sure they feel they belong.
- Pupils learn how to be responsible and caring citizens. The 'Spirit of School Awards' are used to encourage all pupils to live up to a high code of personal behaviour. They are encouraged to be honest and polite, treat everyone equally, believe in their own ability, persevere and always give 100%. This motivates pupils to earn stickers, then medals and ultimately a trophy if they display significant evidence of these values. This approach promotes British values and prepares them very well for life in modern Britain. One parent summed this up succinctly: 'The strong emphasis placed on learning about others and different beliefs has been really positive and given my child a good level of knowledge and tolerance at an early age.'
- The welfare of pupils, especially those who are disadvantaged, vulnerable or have a special educational need or disability, is a high priority. There is early identification of need or concern, with a robust central register which captures all the information about vulnerable pupils. The school works well in partnership with a range of agencies to ensure that outcomes for these pupils are the best they can be. Additional support is provided effectively and most of these pupils make similar progress to their peers.
- Parents are very positive about the support and help that their children receive. One parent wrote: 'Reading and writing do not come easy to my child but with the support he has received he has made significant progress and seems to have developed a new love for reading.' Another noted that: 'My son lacked confidence and his speech was slightly delayed but during the last year he has blossomed into a boy who truly seems to belong here. Any concerns raised with the teachers were taken seriously and we felt supported.'
- Pupils have a good awareness of how to keep themselves safe both inside and outside school. They are aware of the dangers the internet poses and say that the school regularly updates them on how they can remain safe.
- Pupils identified that bullying was rare and they had confidence in adults to deal effectively with any incidents should these occur. They understand the effect that name-calling can have on others and were adamant that racist and homophobic incidents did not occur.
- The large majority of parents who responded to the online survey Parent View, and all those spoken to during the inspection, expressed confidence in the school and satisfaction with the way in which their children were looked after. This was summed up by one parent who said: 'The school has improved significantly since Mrs Ford was appointed...I have seen my child grow and improve with confidence every year.'

Behaviour

- The behaviour of pupils is good.
- There is a strong work ethic in lessons. Disruptive behaviour is rare. Any poor behaviour is managed effectively, with few repeat incidents. Pupils themselves remarked that behaviour had improved over the last few years and that it was good and did not disrupt their learning. Consequences for bad behaviour are well known.
- The behaviour of specific pupils is tracked and detailed records are kept of any misdemeanours. Pupils are encouraged to reflect on any poor behaviour and write down their feelings in a diary which provides the basis of discussions with a key worker. The school works well to provide support for parents of certain pupils who have struggled with their behaviour. Parents of these pupils are kept informed regularly about any issues and the progress their children are making.
- Attendance has improved and is now broadly similar to the national average. There are robust procedures

in place to monitor and check attendance. Tracking shows strong and sustained improvement for a variety of groups, although issues remain with persistent absentees and hard-to-reach families. A recent spate of incidents of parents taking their children on holiday in term time threatens to undermine the improvements that have been made.

Outcomes for pupils

require improvement

- Pupils' progress has improved steadily since the last inspection especially in the early years and key stage 1, including for pupils who speak English as an additional language. In key stage 2 there are still remnants of inconsistent practice which are a legacy of poor teaching in the past. Frequent changes of teacher have held back progress for some pupils.
- Current monitoring data indicates that most pupils are making expected progress, with few making more than expected progress.
- The early years is now providing a good firm start to pupils' learning. This is being built on well in key stage 1 and standards have steadily improved and are above the national average in reading, writing and mathematics. As a result of effective teaching and support, the gaps in attainment for disadvantaged pupils and those with special educational needs have closed.
- Effective additional training for teachers and teaching assistants has had a positive impact on the teaching of phonics. This improvement is reflected in year-on-year improvement, which resulted in outcomes in 2015 being in line with the expected level. Further improvement is expected this year, with a predicted 84% success rate.
- Reading is an area in which the school is having increasing success and generally pupils exhibit reading abilities at, or above, their reading ages. Pupils are encouraged to read regularly, both at home and in school, and this is checked on a regular basis. Most pupils read regularly for pleasure.
- The most able readers in lower key stage 2 are inspired by becoming members of the '100 Club'. Pupils are given access to 100 quality books which have a higher-order vocabulary and structures than their chronological age. The challenge is that the pupils read as many of the 100 books as possible in the school year. One parent commented that: 'The 100 book club has been a fantastic opportunity for the children to be able to access a wide variety of reading material. My daughter has responded in a very positive manner and she enjoys reading.' The school is expanding this into upper key stage 2 and into key stage 1 as a 50 club to challenge the most able readers at an earlier stage.
- Although improving, outcomes at key stage 2 are not consistently good enough in writing, mathematics and subjects such as science, history and geography. The gap in attainment for disadvantaged pupils with their peers is not closing quickly enough. School tracking suggests that attainment may well dip for the current cohort of pupils in Year 6.
- Too many pupils still struggle with their writing, and work in books identified that pupils do not write well enough, especially across the curriculum. Tasks set in subjects such as science, history and geography do not provide sufficient quality opportunities for pupils, especially the most able, to apply their writing skills in a less familiar context. Poor spelling also hampers the quality of work.
- Historically, attainment and progress in mathematics have not been good enough. There is evidence in pupils' work that an intensive programme of professional development is having an impact and that outcomes are beginning to improve.
- Progress is not consistently good enough across a range of foundation subjects. In key stage 2, many tasks do not provide sufficient quality opportunities for pupils to develop good knowledge, skills and understanding in subjects such as science, history and geography. In key stage 1, where a new approach to teaching these subjects discretely has been trialled, the work in science and history is of much higher quality because these subjects are being taught regularly and to a greater depth.

Early years provision

is good

- Half of the children start in Nursery with skills and understanding which are below what is typical for their age. The other half of children come into Reception from a range of settings. On entry into Reception, children are generally at expected levels but there are weaknesses in their communication and language.
- Children are well taught and the number who achieve a good level of development has steadily risen

year-on-year and is close to the national average. Current data suggests that this upward trend will continue this year, with more children reaching a good level of development.

- Gaps in learning have been identified for boys and disadvantaged pupils and these are being addressed and narrowed. Predicted scores show improvements for both groups of children.
- Leadership of the early years is good and aspirations are high. Ambitious expectations are set in order to ensure that the children attain the basic skills of literacy and numeracy. By the end of Reception, most children are ready and able to settle easily into the more formal routines in key stage 1.
- Staff have benefited from regular and well-directed opportunities to develop their expertise and skills. These include observing and sharing good practice as well as more specific training to improve support for children who have special educational needs or disability. These have ensured that the teaching and welfare of children are good and effective.
- Children's achievements are monitored well and additional help is having a positive impact on their progress. Information and exemplars of children's work are stored electronically and parents receive an alert which informs them to view these online. This encourages them to participate in, and celebrate, their child's learning on a regular, day-to-day basis. Unfortunately, too few parents are currently making use of this facility.
- Classroom displays show that children have frequent opportunities to practise and develop their numeracy and literacy skills. Outside, there are plenty of opportunities for children to write and mark make as well as to engage in a number of physical and creative activities. Children gave out tickets for a 'magic show', which led to some exciting, creative learning opportunities. Tyres and balance bars led to children challenging and developing their balance skills. Learning is well managed and controlled, but opportunities for more independent and creative writing are more limited.
- The environment is safe and secure and children's personal development is promoted well. Behaviour is good and children feel safe. Parents are very positive about the support and care their children receive. As one parent summed up, 'Provision in Nursery...is exciting and fun within a caring environment.'

School details

Unique reference number	105902
Local authority	Salford
Inspection number	10012168

This inspection 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	330
Appropriate authority	The governing body
Chair	John Jenkinson
Headteacher	Emma Ford
Telephone number	0161 7894469
Website	www.clarendonroadschool.org
Email address	clarendonroad.primaryschool@salford.gov.uk
Date of previous inspection	1–2 July 2014

Information about this school

- The school is a larger than average-sized primary school.
- The majority of pupils are of White British heritage. One third of pupils come from a range of minority ethnic backgrounds and the great majority of these speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium is above that found nationally. The pupil premium is additional government funding to support pupils who are known to be eligible for free school meals and children looked after by the local authority.
- A below-average proportion of pupils have special educational needs or disability. The proportion with a statement of special educational needs or an education, health and care plan is similar to that found nationally.
- There have been significant staffing changes over the last few years. A significant proportion of staff are new to the school, including several newly qualified teachers.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website. Policies and information for parents are regularly updated.

Information about this inspection

- Inspectors observed teaching and learning in all year groups in the school. They looked at phonics teaching and guided reading. They observed pupils at break, lunchtime and around the school as well as during an assembly. There was one joint lesson observation with the headteacher.
- Inspectors scrutinised and evaluated pupils' work across a range of subjects, especially in English, mathematics, science, history and geography.
- A wide range of documentation was looked at, including school policies, assessments and records of pupils' progress, a local authority report, monitoring files on the quality of teaching, self-evaluation and procedures to safeguard pupils. Documentation from the school website was also considered.
- Inspectors met with school leaders, staff and governors. A telephone discussion was also held with a representative from the local authority.
- Meetings were held with three different groups of pupils to discuss their work, how safe they felt and what they thought about the school. Inspectors also talked to many other pupils during lessons and around the school.
- Inspectors considered the 24 responses from the Ofsted online questionnaire, 'Parent View'. Her Majesty's Inspector also talked briefly to a number of parents who were bringing their children to school at the start of the school day. There were no responses from the pupil or staff questionnaire.

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