

Clifton Primary School

Inspection report

| | |
|--------------------------------|----------------------------|
| Unique Reference Number | 117722 |
| Local Authority | Kingston upon Hull City of |
| Inspection number | 358180 |
| Inspection dates | 4–5 April 2011 |
| Reporting inspector | Nigel Cromey-Hawke |

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 | 5–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 180 |
| Appropriate authority | The governing body |
| Chair | Mr Bob Lawe |
| Headteacher | Mrs Lisa Staines |
| Date of previous school inspection | 2 July 2008 |
| School address | Burslem Street Hull HU2 9BP |
| Telephone number | 01482 325913 |
| Fax number | 01482 229792 |
| Email address | admin@clifton-pri.hull.sch.uk |

| | |
|--------------------------|----------------|
| Age group | 5–11 |
| Inspection dates | 4–5 April 2011 |
| Inspection number | 358180 |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 12 lessons, observing eight teachers and all classes. They also held meetings with members of the governing body, staff, parents and carers and groups of pupils. They observed the school's work and looked at a wide range of documentation, including development planning, safeguarding arrangements, self-evaluation records, policies and performance data. They carried out an extensive scrutiny of pupils' work. Questionnaires from 67 parents and carers, 76 pupils and 10 staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well the school is meeting the needs of the increasing numbers of pupils entering the school with special educational needs and/or disabilities or who speak English as an additional language or who join the school partway through the year.
- How effectively subject leaders and senior managers monitor the quality of teaching and learning across the school.
- The extent of support and challenge provided by the governing body.

Information about the school

The large majority of pupils in this smaller than average primary school are White British. A minority speak English as an additional language but this number has trebled in the last three years to above average. The number of pupils who are believed to be new to speaking English has also trebled and is now well above average. The number of pupils who are known to be eligible for free school meals has doubled over this period and is now well above average. The proportion of pupils with special educational needs and/or disabilities is above average and the number with a statement of special educational needs is well above average. The number of pupils who join or leave the school partway through a year is well above average and also increasing rapidly.

The school has a number of awards, including Healthy School status and the Activemark. The school operates its own breakfast club. There has been significant staffing change over the last two years.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has some outstanding features and makes a considerable difference to the lives of the young people in its care. The very large majority of parents and carers who responded to the inspection questionnaire are highly supportive of its work.

Changes in the intake of the school since the last inspection have been managed well and the school is moving forward under the good leadership and management of the headteacher and staff. The children get a good start in the Early Years Foundation Stage and make good progress because of the good leadership, teaching, curriculum and excellent care provided there. This good progress continues throughout the main school for all groups of pupils. Attainment on leaving the school is broadly average, and improving, although attainment in writing remains below average in some classes. This represents good achievement from pupils' starting points.

Teaching is predominately good with some that is outstanding. Some teaching remains satisfactory, however, with weaknesses in developing pupils' speaking and listening skills, too much teacher direction and the inconsistent use of assessment guidelines to help pupils improve their work. The curriculum is good, especially in its support for pupils' personal development and in building their understanding of the wider world.

Pupils clearly enjoy their time in school and their involvement in school and community life is excellent. Behaviour is good and pupils say they feel very safe and highly valued. There is a delightfully warm, positive, tolerant and purposeful atmosphere in the school, created by outstanding care, guidance and support. This is also helped by excellent partnership working with a wide range of organisations to meet the pupils' needs. Leaders and managers, including the governing body, have a good understanding of the strengths and areas for development within the school through extensive self-evaluation and high quality plans for future growth. The monitoring of the ongoing progress of groups of pupils by senior leaders is, however, still in development. Despite its changed intake, the school continues to meet and in many cases to exceed its challenging targets. Attainment at Key Stage 2 has been sustained since the last inspection, and much improved at Key Stage 1. The school's capacity for sustained improvement is good.

What does the school need to do to improve further?

- Further improve attainment and achievement by ensuring that the quality of learning and progress is good or better in all lessons, by:
 - developing pupils' speaking and listening skills, so that they are all able to learn effectively from adults and each other in lessons

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

- spreading the good practice in the use of assessment guidelines seen in many English and mathematics lessons across all classes and other subject areas
 - further developing pupils' writing skills so that they can better communicate their learning
 - promoting more effective independent learning by allowing pupils to demonstrate their understanding without adult support.
- Further improve the quality of leadership and management by:
- embedding the recently introduced strategies to more frequently evaluate the ongoing progress of groups of pupils.

Outcomes for individuals and groups of pupils**2**

Children enter the Reception class with basic skills that are well below those typical for their age, especially in the areas of language acquisition. Inspection evidence from lesson observations, work scrutiny and the school's assessment information show that a large majority of pupils make good progress. Learning is good in the large majority of lessons because of the good teaching that captures pupils' interests and makes them keen to learn. As a result, most pupils acquire new knowledge, develop their understanding and learn new skills well. A decline in the number of pupils gaining higher grades, especially in English last year has been halted, although weaknesses in writing remain in some year groups. All groups, including pupils with special educational needs and/or disabilities and those who join the school partway through a year, make at least good progress. Pupils who speak English as an additional language often make accelerated progress and consequently their achievement is also good. Pupils' attainment on leaving Year 6 is broadly average and rising with the vast majority on track to meet the challenging targets the school has set.

The overwhelming majority of pupils say they feel very safe in school because of the care it provides. Pupils also have a good understanding of what it means to lead a healthy lifestyle, reflecting the school's awards in this area. Behaviour is good and often excellent in the best lessons. Attendance is average. The progress pupils make in developing the key skills in literacy and numeracy is good, often from low starting points, and pupils' knowledge and use of information and communication technology (ICT) is especially strong. Pupils make an excellent contribution to the daily running of the school, through the active school council, regular consultation meetings with staff and as trained mentors to support each other. Pupils' involvement in the local community is extensive, especially through the Hull Pupils' Parliament, and the Children's University project that involves Traveller groups, represented within the school. The school makes considerable efforts to promote pupils' wider understanding of the world and celebrate its own diversity and pupils' spiritual, moral, social and cultural development is good. As a result, pupils are well prepared for the next stage in their learning.

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 pupils' outcomes

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

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

How effective is the provision?

In the best lessons, teachers demonstrate good subject knowledge and use this and a wide variety of teaching approaches to make learning interesting and relevant. A major focus upon the use of assessment guidelines within English and mathematics to help pupils understand how to improve their work, contributes to the good progress pupils make in these lessons, although this is not yet consistent across all classes or subject areas. This is, however, supported by high quality marking and feedback to pupils across the school. Individual pupils' learning targets are well used in most cases to help to raise pupils' aspirations and focus their learning. Teaching assistants are also highly effective in supporting pupils with specific needs. In the small number of satisfactory lessons, these practices are not as well developed, however. In these lessons, pupils' speaking and listening skills are not given sufficient attention, with the result that they do not learn as effectively as they could from each other or from adults. In some lessons, teachers talk excessively and there is limited opportunity for pupils to demonstrate their learning without adult support or to work independently.

The good curriculum is planned carefully and is responsive to most pupils' needs. There is a clear focus upon the key areas of literacy and numeracy and the extensive use of specialist teachers to support pupils in the first stages of learning English. The school has carried out an extensive review of its provision for ICT and this is impacting well upon pupils' learning. Cross-curricular provision is good, and an excellent range of extra-

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

curricular activities promotes well pupils' personal development and health. Extensive use is made of visits and visitors and 'Super Learning Days' to widen pupils' experiences of the world. Excellent partnership working provides pupils with opportunities within the arts and sport that the school could not otherwise provide.

The care, guidance and support provided by the school are outstanding, with practices to support pupils facing challenging circumstances deeply embedded at all levels. Transition arrangements for pupils joining and leaving the school are very effective. The needs of those pupils joining partway through a key stage are assessed rapidly and, if necessary, appropriate support programmes are put in place. There is an excellent programme to support pupils' emotional well-being. The school works very well with a wide range of agencies to support all groups of pupils in their learning. The breakfast club is very popular and ensures that pupils have a healthy and interesting start to their day in school. The school provides a good range of family learning opportunities, as well as Family Days Out to enrich their understanding of the wider world. Attendance has improved considerably over the last three years as a result of vigorous actions by the school. Although attendance is average overall, past high levels of persistent absenteeism have been all but completely eliminated.

These are the grades for the quality of provision

| | |
|----------------------------------------------------------------------------------------------------------------|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher has a clear vision for the school and is driving improvement forward with skill and determination. She communicates this ambition well to staff, parents and carers. The challenges provided by the changing nature of the school's intake are being met well. Staffing has been stabilised. Assessment and tracking systems have been restructured and regular pupil progress meetings target individual underachievement very well. Senior leaders recognise the need to consolidate the recently introduced strategies to more frequently evaluate the ongoing progress of groups of pupils, so that they can make more timely interventions should they be needed. Nevertheless, the school has a good understanding of its strengths and weaknesses, through its extensive monitoring and self-evaluation, well supported by subject leaders who very effectively manage their areas. There are excellent plans in place for driving forward further improvement.

The governing body has a good understanding of the strengths and weaknesses of the school and supports and challenges it well. The school works extremely well with its partners to bring capacity to the school that it would otherwise not have, for example through the Hull City Linking Project that extends pupils' understanding of other cultures. It also supports other schools around the city, especially in aspects of leadership and

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

pupils' well-being. The school also works well with parents and carers, reflecting its high quality care and guidance. The promotion of equal opportunities is good, with gaps in pupils' performance closing rapidly, although some variation in the quality of teaching remains. Discrimination is extremely rare and, when encountered, is dealt with very effectively. The school has carried out an extensive audit of its social, religious and ethnic context and has in place a good programme of planned actions to support community cohesion. This is excellent at school and local levels, but good overall due to weaker international contacts. Safeguarding practices are good, with good practice evident in site safety and checking procedures and an excellent understanding by the governing body of the school's role and responsibilities in this respect.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children settle quickly and happily into the safe environment of the Early Years Foundation Stage, helped by the good induction arrangements and close links with the nearby children's centre. The care provided in the Reception class is excellent. Throughout their time children make good progress across most areas of learning from their starting points, especially in personal development and knowledge and understanding of the world. Progress in writing remains weaker for some children. Children with special educational needs and/or disabilities also make good progress, as do those who receive additional support in learning English, because of the help they receive.

The quality of teaching is good, with some that is outstanding. There is a good balance between activities that the teachers direct and those that the children choose for themselves. As a result, children play and work together well and behaviour is good. Adults assess children's progress frequently and effectively use this information to plan the next steps in children's learning. Parents and carers are kept well-informed of their

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

children's progress and teachers communicate well with them over this. The outdoor learning area is well used but is in need of some further resource development. Leadership and management are good, with safeguarding and welfare requirements met and staff training up to date. There are good plans in place for developing the setting further.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The overwhelming majority of parents and carers who returned the questionnaires are very happy with most aspects of the school. They consider that the school provides a very safe and caring environment for their children and that it is well led and managed. A few parents and carers expressed concerns over how effectively the school deals with unacceptable behaviour. Inspection evidence indicates that the school's practice in this respect is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clifton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 37 | 55 | 29 | 43 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 34 | 51 | 30 | 45 | 3 | 4 | 0 | 0 |
| My school informs me about my child's progress | 35 | 52 | 29 | 43 | 3 | 4 | 0 | 0 |
| My child is making enough progress at this school | 37 | 55 | 26 | 39 | 2 | 3 | 1 | 1 |
| The teaching is good at this school | 37 | 55 | 26 | 39 | 2 | 3 | 2 | 3 |
| The school helps me to support my child's learning | 31 | 46 | 32 | 48 | 3 | 4 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 31 | 46 | 34 | 51 | 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 | 40 | 36 | 54 | 2 | 3 | 0 | 0 |
| The school meets my child's particular needs | 31 | 46 | 32 | 48 | 1 | 1 | 2 | 3 |
| The school deals effectively with unacceptable behaviour | 23 | 34 | 35 | 52 | 5 | 7 | 3 | 4 |
| The school takes account of my suggestions and concerns | 26 | 39 | 35 | 52 | 1 | 1 | 4 | 6 |
| The school is led and managed effectively | 27 | 40 | 37 | 55 | 1 | 1 | 2 | 3 |
| Overall, I am happy with my child's experience at this school | 36 | 54 | 28 | 42 | 0 | 0 | 3 | 4 |

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 all 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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



6 April 2011

Dear Pupils

Inspection of Clifton Primary School, Hull, HU2 9BP

Thank you for the warm welcome you gave the inspectors when we visited your school recently. You were very friendly and polite, and enthusiastic about what you do.

Clifton Primary is a good school. It has some outstanding features. You get a good start to your learning in the Reception class as a result of the good teaching and care you receive. This continues into the main school where good teaching and the subjects that you cover in lessons mean that you leave at the end of Year 6 having made good progress. Those of you who find learning difficult, or are learning English for the first time, also make good progress because of the excellent care, guidance and support provided by the school. Your behaviour is good and your involvement in school life is excellent. Well done! You say you feel very safe and highly valued within the school and have a good understanding of what it means to lead a healthy lifestyle, helped by the many sporting opportunities provided through the school's very good partnership working. Your attendance is only average, but improving rapidly.

We have asked the school to consider the following points that will help make it improve.

- Make sure that all your lessons are at least good.
- Ensure that senior staff check on your progress more frequently.

You can help by telling your teachers how best you learn and if your work is too hard or too easy. Also, make sure that you all come to school as often as possible. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.