

Inspection of a school judged good for overall effectiveness before September 2024: Clarendon Road Community Primary School

Clarendon Road, Eccles, Manchester M30 9BJ

Inspection dates:

1 and 2 April 2025

Outcome

Clarendon Road Community Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

The school has established a very positive culture. Pupils live out its mission to 'Be Happy. Be Proud. Shine!' The school and its staff expect the best from pupils, and pupils rise to these expectations. Equally, staff encourage pupils to be curious about their learning. Clarendon Road is a very happy place to learn.

Pupils learn a broad curriculum. They acquire secure knowledge of the subjects that they study. Pupils are enthusiastic about what they know, and they achieve well. Pupils flourish academically.

The school provides exemplary support for pupils to develop personally and socially. For example, pupils regularly engage in debates about a variety of issues. These debates deepen their knowledge and help them to share their ideas confidently.

Pupils' behaviour and attitudes to learning are excellent. They know that their learning matters. From the early years onwards, pupils take pride in their learning. They collaborate and support each other consistently well. Lessons are focused and calm. Pupils are keen to do well, and they attend school regularly.

What does the school do well and what does it need to do better?

Pupils study an ambitious curriculum. The school has carefully identified the important knowledge that pupils need to learn. Staff check that pupils have understood new learning. As a result, pupils develop what they know. For instance, in history, pupils explain in detail their knowledge about the Mayan civilisation and why trade was

important. In mathematics, children in the early years quickly master numbers. They explore different amounts using everyday objects. Older pupils build on this, for example through confidently using their knowledge of times tables to solve mathematical problems.

Teachers build in frequent opportunities for pupils to practise their learning. For example, pupils explain how the artists that they study put different art techniques into practice. They then apply these techniques successfully in their own work. However, in some aspects of the curriculum, pupils are not supported to connect new learning to the things that they already know. Where this happens, this limits the extent to which pupils are able to remember, long-term, some of the things that they are taught.

Pupils with special educational needs and/or disabilities (SEND) are supported successfully. The school makes sure that their needs are precisely identified and supported. These pupils master new knowledge quickly and use this independently. Some pupils with SEND require an adapted curriculum. Where this is the case, the school makes sure that they are taught the most important knowledge that they need to secure their future learning.

In the early years, staff use their expertise to help children to learn and use new vocabulary and to extend their talk. Children use this language confidently and independently. From the start of Reception, children grasp phonics quickly and become fluent readers. If pupils struggle to read, the school provides the right support to help them to catch up quickly. Staff routinely share high-quality texts and stories with pupils. This inspires pupils to read widely and with pleasure.

Across the school, pupils behave exceptionally well. They support each other in their learning and treat those around them with kindness and respect.

The school's work to promote pupils' personal development is impressive. The school provides pupils with many opportunities to discuss their ideas. Pupils learn the language that they need to hold highly informed debates. They offer their well-reasoned ideas confidently. For example, pupils eloquently explain democracy and liberty and what these mean in everyday life. Through these activities the school has created a culture of deep respect between pupils. They understand and appreciate each other's differences.

Many pupils contribute as leaders in school. They are excellent role models for other pupils. Some pupil leaders support their peers, and others help to organise aspects of school life. For example, at lunchtime, they help to set up a remarkable range of activities for pupils to enjoy. These experiences contribute significantly to pupils becoming confident, well-rounded individuals.

Those responsible for governance know their school well. They use their broad experience to challenge and support leaders well. This has a positive impact on pupils' experiences in school. The school delivers effective professional development for staff. Leaders carefully consider the workload and well-being for all staff. Staff are very proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some aspects of the curriculum, pupils are not explicitly taught how new knowledge connects to the things that they already know. This limits how much of this knowledge pupils are able to remember over time. The school should ensure that pupils are taught how new learning connects to what they already know to help them to remember important knowledge more easily.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in March 2020.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	105902
Local authority	Salford
Inspection number	10377919
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	329
Appropriate authority	The governing body
Chair of governing body	Vikki Semple
Headteacher	Rachel Gallagher
Website	www.clarendonroadschool.org/
Dates of previous inspection	3 and 4 March 2020, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use alternative provision.
- The school has a nursery provision for three-year-old children.
- The school runs a number of after-school clubs for pupils.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the COVID pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with senior leaders, subject leaders and teachers.
- The inspector held a meeting with governors, including the chair of governors.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector scrutinised a range of other documents, including governor meeting minutes and leaders' evaluation of the school.
- The inspector spoke informally to pupils to gather their views on school life.
- To gather the views of parents and carers, the inspector took account of the responses from Ofsted Parent View, including the free-text comments.
- The inspector took account of the staff survey and met formally with staff to gather their views.

Inspection team

Jen Sloan, lead inspector

His Majesty's Inspector

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