

Inspection of Clitheroe Pendle Primary School

Princess Avenue, Clitheroe, Lancashire BB7 2AL

Inspection dates: 16 and 17 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils are happy to attend Clitheroe Pendle Primary School. They enjoy playing with their friends at playtimes. They trust adults to keep them safe and to listen to any worries that they may have.

The school is ambitious for pupils to achieve well. This includes pupils with special educational needs and/or disabilities (SEND). Typically, pupils respond positively to the work that teachers prepare for them. In the main, they achieve well.

Most pupils behave well in lessons and at playtimes. They are considerate and care for one another. They delight in the array of rewards that they receive for behaving well and working hard.

Pupils enjoy a wide range of opportunities and experiences that enrich the curriculum. This includes donating food to the local food bank and raising funds for charities. Pupils also benefit from educational trips and visits, such as visits to castles, places of worship and a local quarry. These experiences contribute strongly to their broader development.

Pupils excel in their various roles and responsibilities. These include acting as school councillors and digital leaders. Pupils spoke excitedly about showcasing their acting talents during recent summer performances. Through these activities, they build their confidence and independence.

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

The school has designed a well-organised curriculum that enables children in the early years and pupils in key stages 1 and 2 to build up their knowledge logically and securely in most subjects. However, in a small number of subjects and areas of learning in the early years, the school has not made clear exactly what pupils need to know. This means that sometimes teachers find it difficult to design learning that helps pupils to learn and remember more. On occasion, this leads to gaps in pupils' learning that stop them from building on what they know.

The school fosters a love of reading. It invests in high-quality and engaging books that pupils love to read. Pupils enjoy choosing books from the well-stocked library and class reading areas. Children in the early years look forward to the special time each day when adults read to them.

Pupils learn phonics as soon as they start in the Reception classes. Most staff have received training so that they implement the early reading programme effectively. Most pupils read from books that match their current phonics knowledge. This helps them to develop into confident readers. However, on occasion, a small number of staff do not implement the phonics programme consistently well. As a result, some pupils who find reading difficult do not learn to read with fluency and accuracy as quickly as they should.

Staff help children in the early years to learn the school's rules and routines. This enables them to learn and play cooperatively alongside each other. Pupils across the school build on this positive start. They treat each other with respect and kindness in the playground. This helps the school to be a harmonious place to play and learn.

The school has effective and supportive systems in place to make sure that pupils attend school regularly and on time. It works well with parents, carers and local agencies to reduce levels of absence.

Typically, the school accurately identifies pupils with SEND. However, for a small number of pupils with SEND, it does not adapt the curriculum consistently well. This means, on occasion, these pupils do not learn as well as they should.

The programme to support pupils' wider development is well considered. Pupils take part in a range of experiences beyond the academic curriculum, including sports clubs and archery. Staff teach pupils about healthy relationships and how to keep safe. They learn about other faiths and cultures. They understand the importance of treating everyone fairly and with respect. They are well prepared for life in modern Britain.

Governors know the school well. They work closely with the staff to support and challenge their work effectively. The school ensures that it is considerate of staff's workload when introducing new initiatives or changes to the curriculum. Staff appreciate the school's support for their well-being and the opportunities to develop their subject-specific expertise further.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, including in the early years, the school has not given sufficient thought to the essential knowledge that pupils must acquire and when they should learn it. Consequently, some pupils do not achieve as well as they could in these subjects. The school should refine its curriculum thinking in these subjects so that teachers know exactly what to teach and in which order.
- At times, a small number of staff do not implement the phonics programme as well as they should. This hinders a small number of pupils who struggle with reading from becoming fluent and accurate readers as quickly as they could. The school should support staff in implementing effective early reading strategies consistently well.
- For a small number of pupils with SEND, teachers do not adapt the curriculum consistently well. This means that these pupils sometimes struggle to learn as

well as they should. The school should ensure that staff have the expertise to make suitable adaptations to the curriculum so that pupils with SEND learn successfully.

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	119161
Local authority	Lancashire
Inspection number	10313996
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	348
Appropriate authority	The governing body
Chair of governing body	Bridget Mashiter
Headteacher	Wendy Nunns
Website	www.pendle.lancs.sch.uk
Dates of previous inspection	15 and 16 November 2012, under section 5 of the Education Act 2005.

Information about this school

- Since the previous inspection, the school has appointed a new headteacher and several other staff.
- A new chair of governors has been appointed since the previous inspection.
- The school does not make use of any alternative provision.
- The school operates a breakfast club and an after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other leaders. The lead inspector also

spoke with a representative of the local authority.

- The lead inspector met with members of the governing body, including the chair of governors.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, design technology and religious education. For each deep dive, they held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector also observed some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors discussed the curriculum in some other subjects. They spoke with pupils about their learning in some of these subjects and looked at samples of their work.
- To evaluate the effectiveness of safeguarding, the inspectors 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.
- Inspectors observed pupils' behaviour during lessons and at lunchtime.
- Inspectors spoke with pupils in meetings and around the school at lunchtimes and breaktimes.
- Inspectors reviewed a range of documents, including leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' behaviour and attendance.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also spoke with some parents during the inspection.
- Inspectors reviewed the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Victoria Burnside, lead inspector	His Majesty's Inspector
Wendy Tracey	Ofsted Inspector
Rachael Alarcon	Ofsted Inspector

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