

Clitheroe Pendle Primary School

Princess Avenue, Clitheroe, Lancashire, BB7 2AL

Inspection dates 15–16 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school inspires pupils to thrive in all aspects of their academic achievement and personal development.
- Pupils are treated as individuals and as a result all pupils, including those eligible for pupil premium, achieve well and are extremely well prepared for the next stage in their education. Achievement in English and mathematics is much higher than average, although writing is not yet as strong as reading.
- Teaching is outstanding. Teachers and teaching assistants work extremely well together to ensure lessons are exceptionally well planned to meet the needs of all. The pace at which pupils learn is usually rapid and very good use is made of measuring pupils' progress and deciding what they need to do next to improve.
- From an early age, pupils clearly enjoy school and this shows in their eagerness to learn. They are very respectful to each other and to all the staff and visitors to the school. They are polite, courteous, work hard and take pride in all that they do.
- Pupils' behaviour is often exemplary both in school and when on visits out of school. They have very good attitudes to learning and support each other to do their best. They feel very safe in school.
- Throughout the school there is a supportive and caring ethos. All staff, members of the governing body, volunteers and visitors to the school together create an exceptional environment.
- Leadership and management throughout the school are of the highest quality. There are highly effective systems in place to measure the effectiveness of staff and ensure appropriate training is in place to meet the needs of individuals. This has led to outstanding teaching which underpins pupils' high achievement.
- The governing body provides exceptional support and challenge for the school. They have a wide range of experience which greatly benefits the school.
- The school provides pupils with many opportunities to explore their own interests, particularly within topics. Occasionally, there are missed opportunities to develop pupils' writing skills in subjects other than English.

Information about this inspection

- The inspectors observed 12 teachers and visited 16 lessons, two of which were observed with the headteacher. In addition, the team made a number of short visits to lessons.
- Discussions were held with school staff, groups of pupils, senior teachers, subject leaders, parents, a representative from the local authority and members of the governing body.
- The inspectors observed the school's work and looked at a wide range of documentation including safeguarding documents, the school's self-evaluation and development plans, local authority reports, records of pupils' current attainment and progress, documents relating to pupils' attendance, behaviour and pupils' work.
- There were five responses to the on-line questionnaire (Parent View) which were considered when planning the inspection. A further 42 responses were recorded during the inspection and these were taken into account by the inspectors. Letters from parents were received by the inspection team and these too were taken into account.

Inspection team

Naomi Taylor, Lead inspector	Additional Inspector
Peter Martin	Additional Inspector
Steve Rigby	Additional Inspector

Full report

Information about this school

- Clitheroe Pendle is an oversubscribed and larger than average sized primary school.
- Almost all pupils are of White British heritage. There is a much lower than average proportion of pupils from minority ethnic backgrounds. They are mainly of Asian heritage and Eastern European origin and some of this small group are at an early stage of learning English.
- The proportion of pupils known to be eligible for the pupil premium is much lower than that found nationally.
- The proportion of pupils supported at school action is below average and the proportion supported at school action plus or with a statement of special educational needs is much lower than average.
- Pupils are mainly taught in mixed-age classes. There are five classes in the Early Years Foundation Stage and Key Stage 1 and five classes in Key Stage 2.
- There are breakfast- and after-school groups based at Clitheroe Pendle that are not managed by the governing body and are inspected separately.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise further the number of pupils reaching the higher levels in writing by the end of Year 6 by:
 - providing regular opportunities for pupils to check and edit their own work
 - increasing opportunities across the curriculum for pupils to develop their writing skills.

Inspection judgements

The achievement of pupils

is outstanding

- Children settle very quickly into the Reception class due to extremely effective links between school, home and nurseries. They enter the Early Years Foundation Stage with skills and knowledge that vary from year to year but are generally typical for their age, other than in their speaking and listening which are sometimes weaker. Throughout the Reception Year, children achieve well and are keen to develop their skills as they enter Year 1.
- An eagerness for learning ensures pupils make outstanding progress overall through Key Stages 1 and 2. This includes pupils with special educational needs, those supported by the pupil premium and those from minority ethnic groups. Teaching assistants play an important role in supporting individuals and small groups of pupils both in the classroom and one-to-one.
- Overall, attainment by the end of Year 6 is well above average in English and mathematics. This has been the case for several years, other than in 2011 when there was a significant dip in how well pupils achieved in writing. The school immediately addressed this and standards in writing at the end of Year 6 in 2012 returned to the previous level. However, attainment in writing remains a little below that in reading and mathematics. Work in pupils' books and lesson observations indicate that high standards in writing are continuing across year groups, but that opportunities for pupils to write in other subjects are sometimes missed.
- Since the previous inspection, there have been changes to the way that reading is taught throughout the school. From an early age, pupils develop a love of reading through inspirational story-telling and having lots of fun in using information and communication technology to search for words and recognise correct and incorrect spellings.
- Key Stage 1 pupils who read to the inspector were able to confidently use their reading skills to break down and sound out difficult or unfamiliar words. They were then able to demonstrate a clear understanding of what they had read and retell the story in their own words. The older pupils demonstrated that they could read fluently and with expression. They clearly enjoy the wide range of books available in school.

The quality of teaching

is outstanding

- The quality of teaching has improved since the previous inspection and much is outstanding. When there is outstanding teaching and learning it is due to extremely well planned lessons, rapid pace and the use of a variety of activities which fully interest and enthuse pupils.
- In a mathematics lesson, for instance, pupils in Years 4 and 5 made exceptional progress when they solved problems. They were given challenges which exactly matched the learning needs of each individual, and enthusiastically shared their ideas and worked independently while the teacher provided support through highly-skilled questioning which accelerated pupils' progress.
- Similarly, in a science lesson, pupils in Years 3 and 4 learned how to make circuits to make bulbs light up in different ways. This open-ended investigation led to pupils being very interested, involved and enjoying opportunities to make decisions and learn through independent investigation.
- Regular and thorough marking of work by the teachers ensures that pupils are praised for their hard work, encouraged to correct any errors and have a very good explanation of the next steps they need to take to improve their work. Pupils have the skills to check and edit their own work but this does not yet happen often enough in writing.
- In the Reception Year there is an excellent balance of adult-led learning alongside opportunities for children to choose to learn and play on their own or with friends. This was demonstrated when the teacher, working with the whole class, encouraged them to re-tell the story about a rocket going into space. Following this, they decided independently whether to make rockets, re-enact the story in their space outfits or make lists about what they would take for their picnic in

space, all of which was developing their love of learning.

- Some parents have expressed their concerns about children taught in mixed-age classes. In lessons observed during the inspection it could be seen how well each individual child's progress is checked and this ensures that pupils progress very well.

The behaviour and safety of pupils are outstanding

- From a very early age, pupils behave exceptionally well together. The older pupils are extremely mindful of the younger ones, for instance, during morning breaks and lunchtimes when Year 6 pupils take responsibility to look after younger children.
- Year 5 pupils recently went on a trip to a local factory to extend their understanding of making catalysts. The company was so impressed by the exemplary behaviour of Clitheroe Pendle pupils that following the visit, they contacted the school to offer sponsorship over a two year period.
- An atmosphere of mutual respect pervades the school and this is reflected in the responses to the staff questionnaire, the school's surveys exploring the views of parents and the views expressed on Parent View.
- It is clear that parents have confidence in the school to provide not only a high standard of education for children but to ensure that children are safe and secure and learn how to keep themselves safe both within the school environment and beyond.
- Pupils say that bullying is not an issue at this school although they do learn about different types of bullying and, for example, how to stay safe when using the internet. They are adamant that they could turn to any adult in the school if they felt unsafe and that there are clear procedures that would deal with issues should they arise.
- Pupils clearly enjoy and value their school and this is reflected in much higher than average attendance. Their punctuality in the mornings is extremely good and they move around the school calmly and quietly to ensure punctual starts to lessons. Pupils' attitudes to learning ensure that no time is wasted in lessons.

The leadership and management are outstanding

- Since the previous inspection the headteacher, senior leadership team and governing body have been determined to raise standards. Improving teaching and learning has been the top priority and this has led to very focused training for all staff. As a result, there has been a marked improvement in teaching and learning which has led to outstanding achievement. As a result, the local authority's involvement with this school is 'light touch'.
- All staff are dedicated and committed to providing an all-round education for pupils. This enables pupils to reach their full academic potential alongside ensuring their personal growth as individuals. When Year 6 pupils underachieved in writing in 2011, leaders and managers took swift action to ensure that the standards in writing returned to well above average in 2012 and inspection evidence indicates that this will be sustained.
- The schools' procedures for gaining an accurate view of its performance have led to a wide range of improvements since the previous inspection. The impact of these actions results in: a comprehensive and accurate system to measure pupils' progress; pupils learning quickly in lessons and pupils reaching their potential. The constant drive for improvement ensures that the school will continue improving.
- Leaders and managers make sensible spending decisions, illustrated by how carefully the pupil premium funding is spent, in order to ensure all groups of pupils reach their full potential and all have access to what the school offers. This clearly shows that the school promotes equality of opportunity.
- A lively and creative curriculum is enhanced by a raft of visits, some of which are residential,

when pupils benefit from the experience of new and unfamiliar surroundings. This prepares them very well for the next stage in their education. Parents value the experiences their children gain at school. One parent commented that she had 'nothing but praise for the school' owing to 'not just an academic focus but personal development too'.

■ **The governance of the school:**

- The governing body is very committed to seeing the school improve. The governors ensure that the school fulfils its statutory responsibilities; all staff have been vetted and trained appropriately to keep pupils safe. Governors constantly challenge staff on how well pupils are learning and the quality of teaching. Under the leadership of the headteacher, governors are now playing a more central role in shaping the long-term plans for the school based on how well pupils are progressing compared to other schools. The governing body has also agreed the use of pupil premium funding to provide one-to-one help and small group work to ensure that all pupils make the same progress.

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	119161
Local authority	Lancashire
Inspection number	403372

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	308
Appropriate authority	The governing body
Chair	David Morris
Headteacher	Alison Callon
Date of previous school inspection	20 May 2008
Telephone number	01200 423539
Fax number	01200 442865
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