

Inspection of a good school: Clifton Primary School

Clitheroe Road, Ansdell, Lytham St Annes, Lancashire FY8 3PY

Inspection dates:

17–18 December 2019

Outcome

Clifton Primary School continues to be a good school.

What is it like to attend this school?

Pupils are very positive about their school. They feel safe and they are happy. Parents and carers are overwhelmingly supportive of the school. Leaders' high expectations of pupils encourages them to live out the core values of the school. For example, pupils know that to be resourceful is to apply what they have already learned to new tasks. They know that they must be resilient by trying their best to achieve.

Pupils listen to and respect one another. They behave well because they want to learn. Pupils said that bullying does not happen. In the past there has been some name-calling but teachers dealt with it quickly so that it has not been repeated.

Pupils said that teachers make learning fun and accessible. By the time pupils leave Year 6, most pupils achieve as well as other pupils nationally. Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) achieve well. Pupils enjoy the wide range of sports and clubs on offer. The girls' football team has recently progressed to the Lancashire finals. Pupils know that they have rights and with these rights come responsibilities. Pupils take on a wide range of additional responsibilities. These include reading buddies, healthy school representatives and school councillors.

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

Leaders have planned a broad and interesting curriculum. It develops pupils' knowledge and skills in a range of subjects. Trips and visits help pupils remember their learning. For example, a trip to a science museum deepened learning about electricity. Governors know the school well. They challenge leaders about the achievement of pupils in English and mathematics. They do not hold leaders to account for pupils' achievement in other subjects.

Pupils have a keen awareness of differences. They are knowledgeable about a range of religions and cultures. They appreciate the need to respect one another. Participation in

sporting events enables the pupils to meet pupils from different backgrounds. The choir regularly performs in venues away from school.

In recent years, in reading, pupils in key stage 2 achieved much better than pupils in key stage 1. Leaders identified the reasons for this difference. They have not been idle but have taken effective action to remedy the situation. The teaching of reading and phonics is a high priority. Leaders' work with the local English hub has raised the profile of phonics considerably. This has led to the strong delivery of phonics sessions so that pupils achieve well. Phonics is taught systematically from the beginning of the early years. Teachers know the subject and teach it effectively. Reading and phonics sessions are engaging and challenging. Pupils have books that are matched to sounds they are learning in class. This helps the pupils' reading to improve quickly. Pupils enjoy changing their books regularly. Pupils who fall behind receive extra support to help them catch up quickly. Regular communication between home and school indicates that parents use the games and activities that are sent home. Much of the training of reading is led by the subject leaders. Leaders have not had the opportunity to engage in recent reading training to raise the profile of reading further.

Science is a strength of the school. Leaders have carefully considered the order in which topics are taught. Pupils learn and use a wide range of scientific vocabulary from an early age. Children in the early years use their growing knowledge to predict what will happen to ice when it is left in different locations around the school. The science subject leader has led training to improve teachers' expertise in this subject.

The mathematics curriculum enables pupils to achieve well. Pupils develop their reasoning and problem-solving skills. Pupils take pride in their work. They use a range of calculation strategies. Pupils enjoy their lessons because teachers explain concepts well. They encourage one another and share their views. Through working in partnership with the local mathematics hub, the subject leader has ensured that all staff teach mathematics consistently.

Staff appreciate the efforts that leaders have taken to lighten their workload. They said that leaders consider their well-being. They feel valued because leaders celebrate their successes.

Safeguarding

The arrangements for safeguarding are effective.

Staff have received relevant safeguarding training. They use this training to remain vigilant to keep pupils safe. Staff know the pupils well. They work with pupils and their families to keep them safe. Staff know the process for recording and reporting concerns. Leaders act on advice and support from a range of external agencies. These include the police, children's social care and the local authority well-being service. Pupils are knowledgeable about the risks associated with social media and online gaming. They are taught how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject leadership roles have developed across the school. Some subject leaders attend regular training to keep them up to date with their subject developments. Senior leaders should ensure that the subject leaders for science and reading receive regular professional development training. Doing so would help them to deliver the curriculum with greater levels of expertise so that pupils, particularly those in key stage 1, achieve better.
- Governors have a good understanding of pupils' achievement in English and mathematics. They do not have a full knowledge of standards that pupils achieve in the wider curriculum. Senior leaders must provide governors with information about pupils' broader achievement. Governors must use this to ask questions and hold leaders to account for pupils' achievement in subjects beyond English and mathematics.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Clifton Primary School to be good on 7–8 July 2015.

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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119291
Local authority	Lancashire
Inspection number	10087783
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	260
Appropriate authority	The governing body
Chair of governing body	Kevan Waby
Acting Headteacher	Sarah Kelsey
Website	www.clifton-pri.lancs.sch.uk
Date of previous inspection	7–8 July 2015

Information about this school

- There have been no significant changes to this school since the previous inspection.

Information about this inspection

- I met with the acting headteacher and senior leaders.
- I spoke with staff about their workload and well-being.
- I met with four members of the governing body, including the chair of governors.
- I met with a representative of the local authority.
- I checked the school's safeguarding procedures and the single central record. I spoke with staff, parents and pupils to check how effective safeguarding is in the school.
- I spoke with parents before school to gather their views. I considered the 71 responses to Parent View, Ofsted's online questionnaire and the 70 free-text responses. I considered the 20 responses to the staff survey and one letter received from a parent.
- Reading and phonics, mathematics and science were considered as part of this inspection. I spoke with subject leaders, visited lessons and held discussions with teachers. I spoke with pupils and scrutinised examples of their work. I observed staff listening to pupils read.

- I observed pupils' behaviour in lessons and while they moved around school. I spoke to pupils about behaviour, safety and learning.

Inspection team

John Donald, lead inspector

Her Majesty's Inspector

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