



Clipston Endowed (VC) Primary School

Head Teacher: Mrs Emma Mercer

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20th April 2022

Dear Parents, Carers, Staff, Governors and Supporters of Clipston School,

I am very pleased to share with you our OfSTED Report following the inspection at the beginning of March.

I think you will agree that it reads exceptionally well and, given the trials of the pandemic, the significant changes in staffing and the long-term absences we have had over the past year, I am absolutely delighted with the outcome.

The whole staff team has worked incredibly hard. As a small school, we must adhere to the same requirements as a school with a much larger staff. Every single member of the staff team has given their all – not just because we had an inspection looming, but because they want the children at Clipston to achieve their very best both socially and academically.

Of course, the inspection process involves the staff. However, it is the comments parents make, the things children say, the work in their books and how the children talk about their learning, which focus the inspection team's enquiry processes in school. The way in which the children conducted themselves during the inspection was a credit to the school and we are all very proud of them.

Thank you for the contributions you have made in ensuring that Clipston Primary School remains "Good" – the OfSTED Inspection outcome it rightly deserves. It is a really happy, vibrant school and a great place to be, grow and learn as a pupil.

Yours sincerely,

A handwritten signature in cursive that reads "Emma Mercer".

Mrs Emma Mercer
Head Teacher



A Church of England Primary School

"Be Kind ~ Be Your Best ~ Be Happy"



Inspection of a good school: Clipston Endowed Voluntary Controlled Primary School

High Street, Clipston, Market Harborough, Leicestershire LE16 9RU

Inspection dates:

2 March 2022

Outcome

Clipston Endowed Voluntary Controlled Primary School continues to be a good school.

What is it like to attend this school?

Pupils feel safe and nurtured by this close-knit, welcoming school. They exemplify the school motto: 'be kind, be your best, be happy'. Pupils recognise and explain the importance of the school's virtues, such as forgiveness and responsibility. Older pupils said that these virtues help them to learn 'all they need to know in life'.

Staff have high expectations of pupils' behaviour. Pupils recognise that everyone makes mistakes. They said that if pupils make the wrong choices, they get a prompt reminder so that lessons are not interrupted. Playtimes are fun and active. Pupils play well together. Older pupils run art and sports clubs, or take younger pupils to enjoy a good story in the cosy 'Reading Nook'. Pupils and parents are confident that staff would take any concern seriously and deal with it swiftly. They think that if bullying happened, it would be dealt with straight away.

Pupils are curious and show a keen interest in the school's engaging curriculum. Pupils learn and achieve well. They are avid readers and are eager to impart their growing knowledge. Pupils enjoy hearing from special visitors or going on exciting trips that enrich the curriculum.

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

Leaders make sure that reading is the top priority. They carefully select texts that will inspire pupils' love of reading. Leaders have invested in high-quality books and in creating stimulating places to read. Pupils enjoy story time and class reading sessions. They talk about the many books and authors they know well. Leaders ensure that pupils understand more ambitious vocabulary.

Pupils start learning to read as soon as they start school. There is a sequenced programme for teaching phonics. It sets out the sounds that the pupils will learn, term by term. Pupils read books that are carefully matched to the sounds that they know. Staff

receive training to teach phonics and reading effectively. They check pupils' progress to quickly spot who needs extra support. Some pupils fell behind due to the COVID-19 pandemic. Leaders have ensured that most of these pupils have caught up.

Leaders have thought carefully about what the curriculum should cover. They want this curriculum to be broad and engaging. In most subjects, leaders have identified the important knowledge that pupils will learn, beginning from the early years. Teachers understand what pupils should know and by when. They organise pupils' learning so that they get the chance to build on what they learned before. For example, in mathematics, pupils used their knowledge of fractions and equivalence to calculate percentages. Pupils begin to connect their learning. They explain how local buildings have been used for different purposes. They compare periods of history, such as ancient Greece and the Roman empire. They understand about cause and effect. However, in some subjects, the curriculum is not organised as well as it could be. Leaders' work to refine the curriculum in every subject is not yet complete.

Teachers have undertaken training in some subjects. This has helped them plan lessons to help pupils understand new concepts. For example, they know when providing equipment will help pupils understand the value of digits in numbers. Teachers regularly check that pupils remember the important knowledge. Pupils with special educational needs and/or disabilities (SEND) get extra support. Teachers skilfully adapt lessons so that pupils with SEND can learn the same curriculum as their peers.

The curriculum helps pupils to develop into thoughtful and caring members of society. Pupils are proud to be democratically elected for roles of responsibility such as school councillors. Pupils explain in depth what they have learned from the life stories of key figures who they hear about in assemblies. They greatly admire Rosa Parks and Martin Luther King Junior and their fight for racial equality. Pupils value diversity and are deeply interested in other cultures and religions. They agree that 'no one person is more special than another'. They are acutely aware that some children are more fortunate than others. The school keeps in regular contact with a school in Karisalpatti, India. Pupils are proud to raise funds to provide its pupils with books and teddy bears.

Staff enjoy being members of the school 'family'. Leaders are considerate of subject leaders' workload and well-being. They recognise the demands of working in a small school. They provide extra time and support to enable staff to fulfil the demands of additional roles.

Safeguarding

The arrangements for safeguarding are effective.

Staff know all pupils and their families well. Leaders encourage a vigilant culture where staff can raise any worry or concern. Staff are well trained to recognise risks pupils may face. Leaders refer their concerns appropriately, and follow them up rigorously. They work well with other agencies to support families.

Leaders keep detailed records. Governors regularly check that the right checks and policies are in place.

Leaders ensure that pupils learn how to stay safe in many situations. Pupils learn how to use the internet safely and appropriately. Older pupils have an age-appropriate understanding of sexual harassment.

What does the school need to do to improve?

(Information for the school and appropriate authority)

The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the COVID-19 pandemic.

- Most subjects are well planned. However, in a few subjects, the curriculum is not yet sequenced as well as it could be. Pupils do not learn as well in these subjects as they do in others. Leaders should refine these curriculums so that knowledge is clearly identified, and pupils build on what they learned before. They should ensure that teachers have the support and training that they need in order to implement the revised curriculum in these subjects.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in January 2012.

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.

If you are the school and 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	122013
Local authority	West Northamptonshire
Inspection number	10211536
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair of governing body	Helen Bellamy
Headteacher	Emma Mercer
Website	www.clipstonprimaryschool.org
Date of previous inspection	20 September 2016, under section 8 of the Education Act 2005

Information about this school

- At the last inspection, the school was part of a small federation of two schools. The federation ended in 2018 when the other school closed.
- The school is part of the Diocese of Peterborough. The religious character of the school was inspected in February 2017.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, subject leaders and groups of staff and pupils. They spoke with two representatives of the governing body, and had telephone conversations with representatives from the diocese and the local authority.
- Inspectors took account of the responses to the Ofsted Parent View survey, including written comments. They also spoke with parents.

- Inspectors carried out deep dives in these subjects: reading, mathematics and history. To aid this, they spoke with leaders, pupils and staff; visited lessons; listened to pupils read; and looked at samples of pupils' work.
- The lead inspector considered a sample of the school's safeguarding records, and spoke with safeguarding leaders.

Inspection team

Claire Stylianides, lead inspector

Ofsted Inspector

Clive Worrall

Ofsted Inspector

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