

Inspection of Clayton Brook Primary School

Great Greens Lane, Bamber Bridge, Preston, Lancashire PR5 8HL

Inspection dates: 22 and 23 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils feel safe and happy at Clayton Brook Primary School. They said that staff encourage them to 'Dream, Believe, Achieve'. Staff readily welcome new pupils to the school. Pupils, including children in the early years, settle well and make friends easily. Many parents and carers hold the school in high regard.

Leaders have ensured that there is a respectful school culture, where pupils care about each other. Pupils said that staff listen to them. They explained that teachers respond quickly to any concerns or requests for help. When bullying happens, staff deal with it and effectively.

Leaders and staff have high expectations of pupils' behaviour. Most pupils behave well and, as a result, most lessons are calm and orderly. Pupils enjoy celebrating their positive behaviour and working towards their bronze, silver and gold behaviour awards.

Leaders expect pupils to achieve well. Pupils and children benefit from a well-thought-out curriculum. They are well prepared for the next stage of their education.

Pupils have many opportunities to develop their talents and interests through a wide variety of extra-curricular clubs such as cooking, dance, choir, rugby and athletics. Pupils with special educational needs and/or disabilities (SEND) enjoy all parts of school life fully. This includes taking part in a range of educational visits, for example to the Houses of Parliament.

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

Leaders have designed a suitably ambitious curriculum from the early years to Year 6. All pupils, including those with SEND, follow the same curriculum. The curriculum develops children's and pupils' knowledge in a logical way as they move from year to year. Children in the early years build a firm foundation for future learning. They leave the Reception class fully prepared for the demands of key stage 1.

Teachers, including subject leaders, have strong knowledge of the subjects that they teach. They are well trained to deliver the curriculum effectively. Teachers use their expertise to identify and address pupils' misconceptions quickly. This contributes to most pupils achieving well.

Leaders have established an effective way to teach early reading. They have ensured that all adults are trained well to deliver phonics sessions skilfully. Adults help children to build up their phonics knowledge in steady steps. In most cases, teachers help those pupils who have fallen behind with their phonics knowledge to catch up quickly. However, some of the books do not match the sounds that children

and pupils have learned. As a result, some children and pupils struggle to read accurately and with fluency.

Leaders have provided a wide range of reading materials that spark pupils' interests. Older pupils spoke enthusiastically about the books that they have read and about their favourite authors. Pupils read with pleasure and by the end of key stage 2, most become confident and successful readers.

Leaders' vision for a high-quality education is evident in all aspects of school life. Leaders and staff quickly identify pupils with SEND. Teachers provide appropriate support for these pupils. Teachers successfully adapt the delivery of the curriculum so that pupils with SEND can learn well alongside their peers. Pupils with SEND spoke enthusiastically, and with pride, about their learning.

Pupils appreciate the leadership opportunities that staff give to them, including being members of the school council, sports council and pupil parliament. Sports play leaders enjoy their role in leading games in the playground. These experiences develop pupils' confidence, resilience and social skills.

Leaders have established clear and efficient routines and most pupils respond to instructions quickly. As a result, most pupils focus well on their learning. However, on occasion, a small number of pupils do not behave as well as they should. Leaders are supporting these pupils to improve their behaviour.

Leaders have put in place effective strategies which have improved pupils' rates of attendance. Leaders successfully support pupils who have emotional needs. This has resulted in these pupils having the confidence to attend school more regularly.

Staff feel valued. Leaders endeavour to ensure that staff's workload is manageable. They take into account staff's well-being. Governors challenge leaders effectively, especially to improve reading.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff have regular and relevant safeguarding training. All staff know how to spot the signs that a pupil may be at risk of harm. Staff record any concerns about a pupil's welfare diligently. Leaders work well with external agencies to ensure that pupils and their families get the timely support that they need.

Leaders have ensured that the curriculum teaches pupils how to keep themselves safe, including when using the internet. Leaders regularly update parents and pupils about safety. Pupils talk openly about recognising when things make them feel uncomfortable. They said that adults are approachable. Pupils trust adults to help them with any problems that they have inside or outside school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some children and pupils find reading difficult. This is because the books that some teachers give to children and pupils do not match the sounds that they have learned. As a result, some pupils do not read as well as they should. Leaders should ensure that pupils practise their reading using appropriate, well-matched books.

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](#)' 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	119331
Local authority	Lancashire
Inspection number	10226303
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	163
Appropriate authority	The governing body
Chair of governing body	Howard Tattersall
Headteacher	Paul Farina
Website	www.claytonbrook.lancs.sch.uk
Dates of previous inspection	7 and 8 March 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative provision.

Information about this inspection

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

- This was the first routine inspection that the school has received since the COVID-19 pandemic began. 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, members of the senior leadership team and other members of staff. Inspectors met with the governors. The lead inspector met with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. Inspectors met with subject leaders and teachers. They visited lessons, reviewed pupils' work and spoke with pupils.

- The lead inspector observed pupils reading to a trusted adult. Inspectors also considered the curriculums in some other subject areas.
- Inspectors considered a range of documentation about the school. This included leaders' minutes of governor meetings, records relating to safeguarding, attendance and behaviour.
- Inspectors observed pupils' and children's behaviour in lessons and at playtimes.
- Inspectors spoke with staff about their well-being and workload.
- Inspectors spoke with parents at the start of the school day. They considered the responses to Ofsted Parent View, including the free-text responses. Inspectors considered the responses to the staff survey. There were no responses to the pupil survey.

Inspection team

Trish Merritt, lead inspector

Ofsted Inspector

Sally Aspinwall

Ofsted Inspector

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