

# Inspection of a good school: Heskin Pemberton's Church of England VA Primary School

Withington Lane, Heskin, Chorley, Lancashire PR7 5LU

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Inspection date:

22 November 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Heskin Pemberton's is a delightful school where pupils happily attend each day. Staff know pupils and their families extremely well. The strong relationships between staff and pupils help pupils to feel settled in school.

The school has high expectations for pupils' behaviour from as soon as they start in the Reception class. Pupils follow the school rules diligently and hold each other to account. They grasp with both hands opportunities to help around the school. For instance, older pupils enjoy assisting younger pupils with reading and activities during social times. Pupils across the school mix well together. Many pupils said that the school feels like 'family'.

There are many clubs which pupils can attend at the school. Pupils enjoy opportunities to represent the school competitively in sports competitions. Pupils proudly recalled their 'break the rules day', where they raised money for a local children's charity.

The school also has high expectations of what pupils can achieve. However, the school has not ensured that the curriculum is delivered consistently across all subjects. Furthermore, there are some weaknesses in how assessment strategies are used to check what pupils know over time. Consequently, some pupils do not achieve as well as they could.

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

The school's broad curriculum is carefully structured. The school has identified the key knowledge and concepts that need to be taught and by when. The curriculum is

ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Children in the early years are prepared well for learning in key stage 1.

Reading is highly prominent in the curriculum and around the school. Pupils talk passionately about their favourite books and authors. They enjoy reading a diverse range of books. In the Reception class, children eagerly anticipate story time each day. The school has devised its own phonics programme. On occasion, some staff do not deliver the programme sufficiently well. They need further training to develop their expertise in early reading. This hinders some pupils in becoming fluent and confident readers. In most lessons, teachers choose appropriate activities that develop pupils' knowledge. They skilfully check for any misconceptions and address them swiftly. However, there is an inconsistent use of assessment strategies to check what pupils know and remember over time. As a result, a small minority of pupils have gaps in their knowledge that go unchecked. In addition, the school does not have robust procedures in place to monitor how well the curriculum is delivered. Therefore, the school is unaware of any weaknesses in curriculum delivery and how well pupils achieve.

Typically, the school identifies pupils with SEND accurately. These pupils play an active part in school life and follow the same curriculum as their peers. However, the school has not provided staff with the guidance that they need to adapt the curriculum successfully to meet the needs of some pupils with SEND. This means that, occasionally, these pupils do not get the support that they need to achieve as well as they could.

The school has made great strides in its provision for pupils' wider development. Learning opportunities are woven successfully through the curriculum. Pupils now have a secure understanding of different religions and cultures, which prepares them well for life in modern Britain. They have a keen awareness of current affairs and discuss these insightfully. Pupils are caring and empathetic. They embrace being a part of the school family.

Pupils are motivated to learn and engage enthusiastically in lessons. They conduct themselves well. In the early years, children follow the clear routines that the school has put in place.

Staff are overwhelmingly positive about working in the school. Some said that the school is sensitive to workload and any caring responsibilities that staff have. This makes them feel valued. Changes to the marking policy have had a positive impact on reducing staff workload.

The local governing body is committed to the school and works closely with it.

## **Safeguarding**

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The school does not monitor how effectively the curriculum is implemented by staff. This means that the school is unaware of how well pupils learn across the curriculum. The school should ensure that it has a robust monitoring process in place, to check the impact of the curriculum in different subjects.
- There is a variability in how well the phonics programme is delivered. This means that a small number of pupils do not develop a sound understanding of phonics. The school should ensure that staff receive ongoing training and support so that they have the expertise and confidence to deliver the phonics programme well.
- In some subjects, assessment strategies are still being developed. In these subjects, staff do not know whether pupils have securely remembered the knowledge that they have been taught. The school should ensure that teachers use assessment strategies effectively to identify and remedy pupils' gaps in knowledge and to inform future learning.
- The school has not ensured that the precise needs of some pupils with SEND are met effectively. As a result, a small number of pupils with SEND do not learn as well as they could. The school should ensure that teachers have sufficient information about the needs of pupils with SEND and that they are fully supported to adapt the curriculum for these pupils.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2013.

## 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

<b>Unique reference number</b>	119475
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10314011
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	90
<b>Appropriate authority</b>	The governing body
<b>Chair of governing</b>	Paul Holding
<b>Headteacher</b>	Alan Brindle
<b>Website</b>	<a href="http://www.heskinpembertons.co.uk">www.heskinpembertons.co.uk</a>
<b>Date of previous inspection</b>	22 November 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Blackburn. The last section 48 inspection took place in July 2023. The next inspection is due before the end of the academic year 2028.
- The school does not make use of any alternative provision.

## Information about this inspection

- 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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, senior leaders, other leaders and members of the governing board. The lead inspector held a telephone conversation with a representative of the local authority and a representative of the diocese.
- The inspectors carried out deep dives in early reading, physical education and mathematics. For each deep dive, the inspectors held discussions about the curriculum,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' 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.
- The inspectors scrutinised a range of documentation, including the school's development plan and minutes of governing body meetings.
- Inspectors spoke to pupils about their views of the school, bullying and behaviour. They observed behaviour at lunchtime. They also listened to pupils in key stage 1 and key stage 2 read to a familiar adult.
- The inspectors considered the responses to Ofsted Parent View, including the free-text responses. They also considered the responses to Ofsted's survey for staff and pupils.

### **Inspection team**

Jenny Jones, lead inspector

His Majesty's Inspector

Alison Dickinson

Ofsted Inspector

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