

Inspection of a school judged outstanding for overall effectiveness before September 2024: Clinton Primary School

Caesar Road, Kenilworth, Warwickshire CV8 1DL

Inspection dates:

14 and 15 January 2025

Outcome

Clinton Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Clinton Primary School is a vibrant and inclusive community where pupils thrive academically and personally.

Pupils behave well and show respect for one another. This creates a warm and supportive environment for all. Pupils relish living up to the high expectations set for them by the school.

Pupils develop resilience and character through the 'Clinton characteristics'. This approach equips pupils with the skills and confidence they will need for life beyond primary school. The school song, which pupils love to sing, helps them to understand these values. The enthusiastic singing of lines such as 'It's who we all aspire to be; we're one big Clinton family; that's us!' demonstrates their pride and sense of belonging.

The curriculum is enriched by a variety of trips, experiences and clubs, with older pupils often leading activities for their younger friends. This fosters a sense of responsibility and collaboration. Through taking on roles such as school councillors or eco councillors, pupils are empowered to make real differences in their school and wider community.

Opportunities to shine abound, whether performing in the school orchestra or on stage at a local theatre or castle. The school offers an inspiring education, preparing pupils well for a bright and successful future.

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

From the early years to Year 6, the curriculum is rooted in the 'Clinton characteristics' and a set of transferrable skills. In each subject, the important knowledge and vocabulary are identified. This interweaving of attributes, skills and knowledge ensures that pupils are being well prepared for their next stages of education. For example, pupils learn to 'push themselves', and they apply this in mathematics when learning written methods of multiplication. They draw on previous learning of multiplication facts, which they eagerly learn through songs.

In other subjects, such as science and geography, pupils use subject-specific vocabulary confidently. For example, pupils in Year 4 use terms such as 'particle' when they 'think like scientists' to discuss the properties of states of matter. The school checks pupils' understanding towards the end of each unit of work. However, there are not yet processes in place to check that pupils remember their learning over time.

Pupils get off to a strong start in early reading and mathematics. All pupils, including those with special educational needs and/or disabilities (SEND), learn the sounds they need to become fluent readers. Staff skilfully deliver the phonics programme. Pupils practise the sounds they know in books matched to their learning. Regular checks help to identify pupils who may be falling behind. Effective support is put in place. Younger pupils learn how to 'see' numbers in different ways. This helps them to secure the idea of each number having a value.

Pupils behave well. No learning time is lost. When some pupils find managing their behaviour challenging, effective support is put in place. The school supports pupils with SEND with the help they need to make progress through the curriculum. When needed, staff adapt lessons effectively to help all pupils access tasks successfully alongside their peers.

Leaders and staff quickly get to know pupils and their families well. Any SEND needs are swiftly identified and met. This knowledge of the school community extends to providing opportunities that support families, such as the parents' running club. Links with the local area and wider world benefit pupils. For example, working with local schools and organisations helps pupils learn how to take care of their environment. Older pupils enjoy sending letters and Christmas cards to friends in schools around the world. This and many other opportunities ensure that pupils become empathetic global citizens.

The personal development offer for pupils is exemplary. A broad range of mapped-out opportunities help pupils to develop the confidence, ability and motivation to make a difference in the world. From repurposing yoghurt pots into book stands for the library to learning strategies for understanding and managing thoughts and feelings, pupils learn important skills and values. Clinton pupils are empowered. For example, school councillors met playground equipment companies when designing, budgeting for and purchasing an outdoor gym.

Leaders, staff and governors share an unwavering vision for every pupil to thrive. The school and governors work well together to take effective action to sustain and continue to improve the school's performance. In some aspects of the school's work, leaders acknowledge that a sharper focus on checking the impact of actions would be of benefit as they continue to drive improvement.

Staff feel listened to and supported. They are consulted on any changes, and they value leaders' understanding of their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive appropriate training and know that safeguarding is everybody's responsibility. There are processes in place to ensure that concerns are reported and recorded. The school takes prompt and effective action to follow up any concerns about pupils.

That said, some errors in the administrative aspects of safeguarding had to be resolved during the inspection. The school is aware that there is a need to check the impact of some safeguarding training and ensure that policies and processes relating to recruitment of staff reflect up-to-date statutory guidance.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In foundation subjects, the school does not systematically check that pupils remember previous learning over time. This means that some pupils have some knowledge gaps in previously taught content. The school should ensure that it checks pupils' learning over time, so that they know more and remember more in these subjects.
- In a small number of areas, the school does not check the impact of some actions sharply enough. This means that they do not always know what is working well and what needs improvement. The school should ensure that they routinely evaluate the impact of these areas of their work to support driving forward with school improvement.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be outstanding for overall effectiveness in May 2019.

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

Unique reference number	125551
Local authority	Warwickshire
Inspection number	10343892
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	218
Appropriate authority	The governing body
Chair of governing body	Sean Worrall
Headteacher	Sam Pater
Website	www.clintonprimary.co.uk
Dates of previous inspection	21 and 22 May 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school provides on-site before- and after-school care.

Information about this inspection

- Inspections are a point-in-time evaluation 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 inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke with the headteacher, the deputy headteacher and other leaders in school. The inspector met with representatives of the governing body, including the chair of governors, and spoke on the telephone with a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their work, looked at samples of pupils' work and listened to pupils read to a familiar adult.

- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- The inspector took account of responses to the Ofsted Parent View questionnaire and the free-text responses. The inspector also considered the responses to the pupil survey.

Inspection team

Rachel Henrick, lead inspector

His Majesty's Inspector

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