

# Inspection of Pendle Primary Academy

Walter Street, Brierfield, Nelson, Lancashire BB9 5AW

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Inspection dates: 8 and 9 March 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils enjoy coming to this welcoming school. Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Most pupils achieve well. Pupils embrace leaders' vision to 'SHINE'. They are motivated to do their best.

Pupils understand the importance of tolerance and respect for each other's differences. Older pupils look after younger pupils and support and encourage their peers.

The high expectations of leaders and staff mean that pupils' behaviour is calm and orderly. This starts in early years, where children are supported by nurturing staff. Pupils understand what bullying is. They told inspectors that trusted adults would deal with any concerns quickly, including bullying. This helps pupils to feel safe.

Pupils value clubs such as those for boxing, football and art. They enjoy going on trips and welcoming visitors into school. This improves their understanding of the wider world.

Parents and carers appreciate the help and guidance that they receive from staff. They told inspectors that they value the opportunity to attend regular workshops that improve parents' understanding of how to support their children, such as the 'stay and read' sessions and the popular parent café.

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

The curriculum is ambitious and engaging. Leaders and governors have ensured that, in most subjects, the essential knowledge that pupils need to learn is clearly identified. Leaders have also made sure that teachers have sound subject knowledge. This means that the curriculum is delivered well. In most subjects, pupils build up their knowledge in a logical way. This helps pupils to achieve well.

In a minority of subjects, leaders have not identified the most important knowledge that they want pupils to learn, from early years to Year 6. Some pupils do not build on what they already know in these subjects. Leaders have also not ensured that pupils in key stage 2 have the opportunity to learn another language. This means that pupils are not as well prepared for the key stage 3 languages curriculum as they should be.

In most subjects, teachers use assessment strategies well to identify any gaps in pupils' prior knowledge, including gaps in pupils' vocabulary. They ensure that pupils have a secure knowledge before moving on to new learning. Teachers provide effective support to make sure that pupils keep up in their lessons.

Leaders have ensured that pupils develop a love of reading. Pupils have access to a range of texts and read widely and often in school. Children start to learn phonics as

soon as they start in the Reception class. Staff make sure that reading books match the sounds that children know. Pupils who are not able to keep up with the pace of the phonics programme, or those who are new to school, are quickly given support to catch up with their peers. As a result, most pupils learn to read accurately and fluently during their time in school.

Leaders have clear systems in place to quickly identify the needs of pupils with SEND. These pupils are well supported and access the full curriculum. Leaders also provide effective support for the high proportion of pupils who speak English as an additional language. In early years, leaders focus on developing children's language and communication. This helps children to make new friends and to confidently access each area of learning.

Pupils conduct themselves well in school. Lessons are very rarely disrupted by pupils' behaviour. This ensures that pupils are focused on their learning in lessons.

Pupils are polite and responsible. They have a voice in how the school can be improved. For example, they have communicated their ideas about how to make lunchtimes better. Pupils enjoy using British sign language to support their communication and learning. Pupils learn to sign words and phrases in different topics. This helps all pupils to be included in all aspects of school life.

Pupils engage with members of the wider community through a range of events. They are taught to be healthy and active. Pupils appreciate other cultures, faiths and beliefs. They are tolerant and respectful and value the importance of everyone being treated equally.

The school is well led and managed. Governors, members of the trust and leaders have an accurate understanding of the school's strengths and areas for improvement. Governors provide effective support and challenge for leaders. Staff feel supported by leaders and their workload and well-being are considered and prioritised.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that all staff are well trained in safeguarding. Staff know how to keep pupils safe. They identify pupils who may be at potential risk of harm. Staff make effective use of the clear systems in place to report any safeguarding concerns. Leaders follow up these concerns diligently. They ensure that vulnerable pupils receive effective support when it is needed.

Pupils learn how to keep themselves safe. This includes when they are online. Pupils also learn how to stay safe outside school. For example, they understand fire safety.

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

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

- In a small number of subjects, leaders have not clearly identified the important knowledge that is essential for pupils' future learning. This means that gaps are sometimes missed in pupils' prior learning. This stops pupils from building on what they already know. Leaders should clearly identify the key knowledge for pupils to learn from early years to Year 6 to ensure that pupils know and remember more of their learning.
- Leaders have not ensured that pupils in key stage 2 learn another language. This means that pupils are not as well prepared for this curriculum area when they move on to their secondary schools. Leaders should consider including another language in the curriculum, so that pupils are better prepared for future learning in key stage 3.

## 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

<b>Unique reference number</b>	139053
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10211974
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	413
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rob Pheasey
<b>Principal</b>	Simon Thompson
<b>Website</b>	<a href="http://www.pendleprimaryacademy.co.uk">www.pendleprimaryacademy.co.uk</a>
<b>Date of previous inspection</b>	26 March 2019, under section 8 of the Education Act 2005

## Information about this school

- This school is part of Pendle Education Trust.
- There have been several changes to staffing since the previous inspection.
- Leaders do not make use of any alternative provision.

## Information about this inspection

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

This was the first routine inspection the school had 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 spoke with the principal and other leaders in the school, including leaders for pupils with SEND. Inspectors spoke with a group of governors, including the chair of the governing body. The lead inspector spoke to a member of the trust.

- Inspectors looked at a range of documentation relating to safeguarding. This included: the school's central record of staff and visitors; staff training records; records of safeguarding; and samples of the records kept on individual pupils.
- Inspectors completed deep dives in these subjects: early reading; English; mathematics; history; and art and design. They talked with the curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. Inspectors also looked at the curriculum and pupils' work in some other subjects.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes. They also observed pupils' behaviour as they moved around the school.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors spoke with parents as they dropped their children off at school. They considered the responses to Ofsted Parent View. They also considered the free-text responses from parents to find out their views of the school.
- Inspectors considered the responses to the staff survey. There were no responses to the pupil survey.

### **Inspection team**

Sally Timmons, lead inspector

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