

Inspection of a school judged good for overall effectiveness before September 2024: Edisford Primary School

Edisford Road, Clitheroe, Lancashire BB7 2LN

Inspection dates:

18 and 19 March 2025

Outcome

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

What is it like to attend this school?

Pupils arrive at school each morning with a smile. They are met with a warm welcome by staff who know and understand them well. The school is a happy and nurturing place. If pupils have any worries, they know that they can share these with a trusted adult who will help them.

The school holds high ambition for all pupils to achieve well. Pupils embody the school's values, which include respect. They often work hard in lessons and make the most of the 'first-hand' experiences that the school provides for them. Across much of the curriculum, pupils achieve well.

Pupils strive to meet the high expectations the school has of their behaviour. They do this well and value the importance of treating others in a way that they would like to be treated themselves. This helps pupils to feel happy and safe at school.

Through activities such as sewing, photography, cooking and learning outdoors, pupils develop confidence and resilience. This helps to prepare them for the next stage of their education.

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

The school's curriculum is ambitious for all pupils. Across the curriculum, the school has set out the important knowledge that pupils should learn, starting from the Reception Year through to Year 6. Pupils with special educational needs and/or disabilities (SEND) benefit from well-chosen resources and effective adaptations to aid their learning, helping them to access the same curriculum as their peers. This is supported by the effective systems that the school has in place to identify the needs of pupils with SEND. Across

many subjects, pupils, including those with SEND, are well prepared for the next stage of their education.

The school ensures that staff have the knowledge and expertise to deliver the curriculum effectively across a number of subjects. Typically, staff are prompt to address any misconceptions that pupils may have about their learning. This prepares most pupils well to learn new concepts. Occasionally, staff do not identify and address gaps that some pupils have in their knowledge. When this happens, some pupils move on to new learning before they are ready.

In the main, staff select activities that enable pupils to develop their knowledge in a logical and coherent way. Typically, pupils are learning the knowledge set out in the curriculum. However, on occasion, the activities that teachers design do not support pupils to deepen their knowledge as well as they could.

Reading is a high priority. In the Reception Year, staff share stories, songs and nursery rhymes with children to develop their language and communication skills. Effective approaches to the teaching of phonics help pupils to become assured readers. Pupils who struggle to keep up with the expectations of the phonics programme receive helpful support to address the gaps in their knowledge. Many pupils quickly become confident, fluent readers. Older pupils enjoy reading. They read a wide range of literature, including fiction, non-fiction and poetry, and they enjoy texts that teachers read to them.

The school has renewed the way in which it manages pupils' behaviour. This approach helps pupils to live up to the school's expectations of their behaviour. Throughout the school, there is a calm, orderly and positive atmosphere. Pupils are polite, friendly and confident, including when talking to visitors.

The school has high expectations of pupils' attendance. It builds effective relationships with families to provide support where pupils are struggling to attend school every day or are often late. As a result, attendance is at least in line with national averages.

The school has carefully selected opportunities to enhance pupils' personal development. For example, the school ensures that pupils learn about healthy relationships. Pupils know how to keep themselves safe online. They learn about fundamental British values, such as democracy, by voting for school ambassadors. Pupils appreciate the leadership opportunities that the school provides. They are well-prepared for life beyond the school.

Governors support and challenge the school well to improve the quality of education. They work effectively with the school to realise the agreed values. This has made a positive contribution to maintaining the standards identified at the previous inspection. Staff are positive about what the school has done to support their workload and well-being. This includes ensuring that staff have sufficient time to carry out their different roles and responsibilities well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the school has not ensured that teachers design activities to help pupils develop sufficient depth of knowledge. As a result, some pupils disengage from their learning, and they do not achieve as well as they could. The school should ensure that it supports staff to design learning activities that consistently prepare pupils well.
- In a small number of subjects, the school has not ensured that staff identify and rectify gaps and misconceptions in some pupils' knowledge. This means that some pupils move on to new learning before they are ready. The school should ensure that staff address pupils' misunderstandings so that they build their knowledge securely over time.

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 to be good 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 good for overall effectiveness in February 2020.

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	119275
Local authority	Lancashire
Inspection number	10377968
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	212
Appropriate authority	The governing body
Chair of governing body	Rene Calitz
Headteacher	Elizabeth Hamilton-Thorpe
Website	www.edisford.lancsngfl.ac.uk
Dates of previous inspection	26 and 27 February 2020, under section 5 of the Education Act 2005

Information about this school

- The headteacher has been appointed since the last inspection.
- The school offers breakfast and after-school provision.
- The school does not use any alternative provision.

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 met with the headteacher, other leaders, members of the governing body and a range of staff at the school. The inspector spoke with representatives from the local authority.
- 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 visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils at breaktime, lunchtime and when moving around the school.
- The inspector spoke to parents and carers and considered the responses to Ofsted Parent View, including the free-text comments.
- The inspector spoke with groups of pupils to gather their views about the school.
- The inspector spoke with staff about their workload and well-being. The responses to Ofsted's online survey for staff and pupils were also considered.
- The inspector reviewed a range of documents, including those related to the governance of the school.

Inspection team

Mark Hazzard, lead inspector

Ofsted Inspector

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