

# Clipston Endowed Voluntary Controlled Primary School

**Address:** High Street, Clipston, Market Harborough, Leicestershire, LE16 9RU

**Unique reference number (URN):** 122013

## Inspection report: 16 June 2026

|                    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| Exceptional        |                                                                                   |
| Strong standard    |                                                                                   |
| Expected standard  |  |
| Needs attention    |                                                                                   |
| Urgent improvement |                                                                                   |

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Achievement

Expected standard 

Because they are typically well taught, pupils and children in the early years typically achieve well. Outcomes in national tests at the end of key stage 2 are typically close to or above national averages.

In books and in responses during lessons, pupils show that they understand and remember much of what they study. As a result, pupils and children in the early years are typically well prepared for their next steps in education. However, when teachers do not arrange learning activities that meet pupils' exact needs, they do not learn as well as they could.

The improvements made to the teaching of early reading mean that pupils are mastering what they need to read well. Those who find reading difficult receive the support they need to become confident, fluent readers. Similarly, improvements made to the teaching of mathematics and writing are starting to improve pupils' understanding of these fundamental areas of the curriculum.

### Attendance and behaviour

Expected standard 

Leaders have made school attendance a school-wide priority. Pupils understand the link between attendance and their success at school. Typically, pupils' attendance is close to national averages. Similarly, the proportion of pupils who are persistently absent is typically below national averages. This is because leaders successfully work with families of pupils who struggle to maintain regular attendance. Leaders identify barriers that affect attendance, including for pupils with special educational needs and/or disabilities. They put effective measures in place to help pupils overcome challenges they face. As a result, pupils improve their attendance.

Staff and pupils agree that behaviour has improved as a result of the improvements made to the way staff manage pupils' behaviour. Leaders and staff share their high expectations of pupils' behaviour. Pupils, including children in the early years, understand these expectations along with the clear routines in place throughout the school day. In lessons, pupils typically concentrate on their learning. They face difficult tasks with determination. They take pride in their achievements and celebrate the success of others.

On the very rare occasions of unacceptable behaviour, including bullying, staff use the behaviour policy consistently well. Staff provide effective support for pupils that find it difficult to regulate their emotions and behaviour.

### Curriculum and teaching

Expected standard 

The school has a well-designed curriculum. For each area of the curriculum, leaders have clarified for staff the exact knowledge that pupils must learn. Leaders have also organised the curriculum logically so that pupils build what they know over time.

Teachers, including in the early years, have well-developed subject knowledge. They follow curriculum plans closely and typically teach the curriculum well. Overall, teachers adapt learning activities to meet pupils' needs. However, occasionally, some teachers do not provide learning activities that meet the exact needs of some pupils with special educational needs and/or disabilities (SEND). Similarly, some teachers occasionally do not arrange activities that are sufficiently challenging when pupils are ready to move to more sophisticated thinking.

Teachers routinely check what pupils know and can do. When they find that pupils misunderstand or forget something, they provide support that usually ensures pupils do not fall behind. Teachers give helpful feedback that pupils act on to improve their learning.

Leaders have improved the way teachers teach early reading, mathematics and writing. Teachers teach these areas with greater rigour to enable pupils to learn what they need. Staff also provide effective support for those pupils that find these areas of the curriculum difficult.

## Early years

Expected standard 

Leaders have made substantial improvements to the school's early years provision. They have designed the curriculum well, taking into account the developmental needs and interests of the children. Working in partnership with parents and carers, leaders ensure that staff understand the exact needs of children with special educational needs and/or disabilities (SEND).

Overall, staff teach the curriculum well. They typically arrange effective learning activities and resources that match children's needs, including for those with SEND. Staff also typically support children effectively to enrich their vocabulary and use of spoken language. Children learn the key knowledge of early reading, writing and mathematics well. They leave the early years ready for the challenges of the key stage 1 curriculum.

Staff ensure that children quickly learn the school's values and how to behave at school. When learning and playing together, children share and take turns. They also learn how to conduct themselves during lunch. They dine well with others, sharing pleasant conversations and tidying up after themselves.

Staff understand their training about how to support children's wellbeing. As a result, children feel safe in the early years. Children are also well supported to learn how to discuss and manage their feelings.

## Inclusion

Expected standard 

Working with external specialists and parents and carers, leaders swiftly and precisely identify pupils' needs. Leaders ensure that staff understand pupils' needs and how best to support them. Leaders have improved the way staff support pupils with special educational needs and/or disabilities (SEND). As a result of ongoing training, staff are building their expertise in adapting learning activities to meet the needs of pupils with SEND. Leaders routinely check the effectiveness of this support. They also look for pupils' emerging and

changing needs. When they find that something is not working as well as it should, leaders make necessary changes.

Leaders build effective partnerships with parents to understand the barriers disadvantaged pupils face in education. Using research and specialist guidance, leaders design effective support for these pupils. As a result, disadvantaged pupils learn the curriculum as well as their peers. Similarly, leaders ensure that disadvantaged pupils have full access to the wider curriculum. Leaders use additional funds so that these pupils can take part in trips and extra-curricular activities. Staff support pupils previously in care and those known to social care effectively. These pupils overcome challenges they face and do well in school.

## Leadership and governance

Expected standard 

Leaders have an accurate understanding of what is working well and what needs refinement at the school. Working in partnership with another local school, leaders are making necessary improvements.

Overall, governors carry out their statutory obligations effectively. In carrying out their duties, they actively develop partnerships with external agencies. These networks give leaders and staff ideas and capacity that support the school's ongoing development. Governors also use what they know about the school to hold leaders to account for the quality of the school's provision. When governors become aware of less effective aspects of the school, they ensure that leaders make necessary changes. However, governors' checks on the quality of the school's provision lack rigour in certain areas. For example, governors do not understand the strengths and development areas of the foundation subjects as thoroughly as the core subjects.

Staff morale is high. They are proud to work at the school. Staff are also highly positive about the leadership of the school. They value the way leaders have created an ethos founded on the importance of staff learning. They benefit from the high-quality professional development at the school. Staff also appreciate the way leaders support them to maintain reasonable workload.

Parents are very positive about the school. Many comment about the school's caring ethos and the high-quality teaching.

## Personal development and wellbeing

Expected standard 

Leaders and staff are largely successful in guiding pupils to understand that, 'We are all part of the world, not the centre of it.' Pupils learn about the local and national institutions underpinning British democracy. They understand the role of elections in choosing members of Parliament. Leaders ensure that pupils practise democratic activities through school council and house captain elections. The curriculum also supports pupils to learn about the wider world beyond their local communities. They speak fluently about events in the news. Pupils also explore different lifestyles and beliefs found in Britain and around the world. They learn to value others' differences. Pupils are well prepared with the fundamental British values needed to live harmoniously in modern society.

The curriculum includes opportunities for pupils to learn about healthy lifestyles. For example, children in the early years learn about basic hygiene and the importance of healthy eating. Pupils also learn how to maintain positive mental health. They speak fluently about their emotions and ways to manage uncomfortable feelings. Similarly, pupils know the features of healthy relationships. They know what to do when relationships become strained. They are supported by a growing pastoral provision introduced this academic year in partnership with another local school.

Pupils appreciate and benefit from the well-developed enrichment and extra-curricular provision at the school. They speak enthusiastically about the trips they take to places of local, national and international interest. Pupils develop personal qualities such as independence through taking part in the 2 residential learning experiences staff arrange. Similarly, leaders ensure that pupils have opportunities to develop interests and talents such as taking part in sport and musical groups. Many pupils take up these chances.

Leaders provide additional support so that all pupils, including disadvantaged pupils, can take part in the full programme of personal development.

## **What it's like to be a pupil at this school**

Pupils happily walk through the school's 350-year-old main gate warmly greeted by members of staff. Pupils, including children in the early years, value the school's well-established welcoming ethos. They feel safe at school and build positive relationships with their peers and staff. Pupils embody the school's motto to 'be kind, be your best, be happy'. They work well together in lessons and typically focus on their learning. Children in the early years delight in exploring the learning activities together. On the playground and when moving around the school, pupils show care for others. Bullying is rare. When it happens, staff provide effective support so that it stops and does not reoccur. Because pupils have positive experiences at school, they typically attend regularly.

Pupils demonstrate in impressive ways the school's mission that they become 'courageous advocates' working to improve the wider world. They design ambitious projects to help others. For example, pupils inspire each other to take part in awareness- and fund-raising activities for important causes of national and international interest. Pupils also willingly take up positions of responsibility, such as supporting younger pupils on the playground and helping in the 'book nook' at lunchtime.

Typically, pupils, including children in the early years, experience effective teaching. As a result, outcomes in national tests are typically close to or better than national averages. Pupils benefit from the improvements leaders have made to the curriculum. This is particularly the case for pupils with special educational needs and/or disabilities (SEND). Owing to ongoing training, staff provide these pupils with increasingly effective learning activities that help pupils with SEND learn and achieve well. Overall, pupils are well prepared for their next steps into secondary school. Similarly, children in the early years develop confidence and learn what they need to make a positive start to key stage 1.

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## Next steps

- Leaders should ensure that staff routinely adapt learning activities that meet the needs of all pupils, including those with special educational needs and/or disabilities.
  - Governors should ensure that they receive the information they need to understand thoroughly the quality of the school's provision.
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## About this inspection

The chair of the board of governors in this school is Sarah McElroy.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

In September 2025, the executive headteacher joined the school to oversee the work of 2 schools. At the same time, the special educational needs coordinator took up her post.

Inspectors spoke with the chair of the governing body, governors, the headteacher, leaders, teachers, parents, pupils and a representative from the local authority during the inspection.

This school is registered as having a Church of England religious character. It is in the Diocese of Peterborough. Its last section 48 inspection was November 2024.

The school currently uses no alternative provision.

The school has undergone a significant change since the last inspection. The headteacher is also executive headteacher overseeing this school and West Haddon Endowed Church of England Primary School. The headteacher joined the school in September 2025.

Headteacher: David Rosevear

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### Lead inspector:

Al Mistrano, His Majesty's Inspector

### Team inspector:

Mark Anderson, Ofsted Inspector

## Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.



The inspector(s) used this data during the full inspection on 16 June 2026

## School and pupil context

### Total pupils

**95**

Well below average

#### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**105**

Well below average

#### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

**6.32%**

Well below average

#### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

### Pupils with an education, health and care (EHC) plan

**2.11%**

Close to average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**16.84%**

Close to average

### **What does this mean?**

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

### **Location deprivation**

**Well below average**

### **What does this mean?**

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

### **Resourced provision or SEND Unit (if applicable)**

**No resourced provision**

### **What does this mean?**

Whether school has Resourced provision or SEND unit (if applicable).

## **All pupils' performance**

### **Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 64%         | 61%              | Close to average               |
| <b>2024/25 (final)</b>       | 69%         | 62%              | Close to average               |
| <b>2023/24 (final)</b>       | 56%         | 61%              | Close to average               |
| <b>2022/23 (final)</b>       | 69%         | 60%              | Above                          |

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 86%         | 74%              | Above                          |
| <b>2024/25 (final)</b>       | 100%        | 75%              | Above                          |
| <b>2023/24 (final)</b>       | 78%         | 74%              | Close to average               |
| <b>2022/23 (final)</b>       | 85%         | 73%              | Above                          |

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 70%         | 72%              | Close to average               |
| <b>2024/25 (final)</b>       | 69%         | 72%              | Close to average               |
| <b>2023/24 (final)</b>       | 72%         | 72%              | Close to average               |
| <b>2022/23 (final)</b>       | 69%         | 71%              | Close to average               |

### Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 73%         | 73%              | Close to average               |
| 2024/25 (final)       | 77%         | 74%              | Close to average               |
| 2023/24 (final)       | 67%         | 73%              | Close to average               |
| 2022/23 (final)       | 77%         | 73%              | Close to average               |

### Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average |             | 46%              |                                |
| 2024/25               |             | 47%              |                                |
| 2023/24 (final)       | S           | 46%              | S                              |
| 2022/23 (final)       | S           | 44%              | S                              |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average |             | 62%              |                                |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25         |             | 63%              |                                |
| 2023/24 (final) | S           | 62%              | S                              |
| 2022/23 (final) | S           | 60%              | S                              |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average |             | 59%              |                                |
| 2024/25               |             | 59%              |                                |
| 2023/24 (final)       | S           | 58%              | S                              |
| 2022/23 (final)       | S           | 58%              | S                              |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average |             | 60%              |                                |
| 2024/25               |             | 61%              |                                |
| 2023/24 (final)       | S           | 59%              | S                              |
| 2022/23 (final)       | S           | 59%              | S                              |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

# Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average |             | 68%                              |                         |
| 2024/25               |             | 69%                              |                         |
| 2023/24 (final)       | S           | 67%                              | S                       |
| 2022/23 (final)       | S           | 66%                              | S                       |

## Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average |             | 80%                              |                         |
| 2024/25               |             | 81%                              |                         |
| 2023/24 (final)       | S           | 80%                              | S                       |
| 2022/23 (final)       | S           | 78%                              | S                       |

## Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average |             | 78%                              |                         |
| 2024/25               |             | 78%                              |                         |
| 2023/24 (final)       | S           | 78%                              | S                       |
| 2022/23 (final)       | S           | 77%                              | S                       |

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average |             | 80%                              |                         |
| 2024/25               |             | 81%                              |                         |
| 2023/24 (final)       | S           | 79%                              | S                       |
| 2022/23 (final)       | S           | 79%                              | S                       |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 5.3%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 5.7%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 6.7%        | 5.9%             | Above                          |

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 7.1%        | 13.0%            | Below                          |
| 2023/24 (3 term) | 9.1%        | 14.6%            | Below                          |
| 2022/23 (3 term) | 17.8%       | 16.2%            | Close to average               |

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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