

Inspection of Clitheroe Royal Grammar School

York Street, Clitheroe, Lancashire BB7 2DJ

Inspection dates: 22 and 23 November 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Clitheroe Royal Grammar School under section 5 of the Education Act 2005. However, Ofsted previously judged Clitheroe Royal Grammar School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Pupils, and students in the sixth form, are extremely proud to attend Clitheroe Royal Grammar School. They behave exceptionally well and show admirable levels of respect towards each other.

Pupils and students flourish from the high expectations set by leaders and teachers. They are highly motivated and immerse themselves fully in school life. Leaders are zealous in their efforts to develop pupils' and students' wider development as well as their academic achievements. Pupils and students are prepared remarkably well for the next stage of their education, employment or training.

Pupils and students feel extremely well represented in school. They talked positively about what leaders and teachers do to ensure that everyone is included and diversity is celebrated. Pupils appreciate immensely the positive relationships that they have forged with teachers. As such, pupils and students feel safe. Rare incidents of bullying are dealt with quickly and appropriately by staff.

Leaders take pride in empowering pupils and students to be ambassadors and facilitators of change in school. Pupils and students fully embrace the leadership opportunities that are on offer. They often lead their own clubs, deliver assemblies, support events and drive charitable initiatives. Student leaders are exceptional role models for their younger peers.

Pupils and students value the diverse enrichment opportunities that they can take part in, such as rocket club, astronomy club, chess, sewing and sports. They especially enjoy participating in, and winning, an extensive range of local and national competitions.

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

Leaders and governors are incredibly ambitious for all pupils and students, including those with special educational needs and/or disabilities (SEND). Leaders ensure that their desire for pupils to achieve highly and to become valuable members of society is realised fully.

The curriculum is carefully constructed across all key stages. It is meticulously designed to meet pupils' and students' needs and interests. A high proportion of pupils study the English Baccalaureate suite of subjects in key stage 4. This is because of the high importance that leaders place on pupils studying languages. Students in key stage 5 have a wide range of subject options that they can pursue to help them achieve their future career aspirations.

Leaders ensure that the curriculum enables pupils and students to explore subjects in great depth and rigour. Learning is often supplemented with wider subject-related reading, projects and overseas trips. Pupils and students are encouraged to be independent and resilient learners. They leave school as critical thinkers who have a

thirst for knowledge. Pupils and students make exceptional progress through the curriculum. They achieve highly.

Teachers use their expert subject knowledge to skilfully inform their teaching. For example, there is a relentless focus on developing subject-specific vocabulary. Teachers present new learning expertly. They make sure that pupils gain the essential knowledge they need to access future learning. Teachers provide ample opportunities for pupils to revisit their prior learning. This ensures that pupils gain a deep body of knowledge over time.

Pupils and students with SEND, and disadvantaged pupils, receive fulsome support in school. Staff adeptly identify and meet the needs of pupils with SEND. They use pupil and student support plans judiciously to ensure there are no barriers to learning. As a result, pupils and students with SEND, and disadvantaged pupils, thrive academically and personally.

Reading has a high priority in the school. Pupils and students love using the school libraries, which hold a vast array of interesting and suitable books. Leaders provide a wide range of purposeful opportunities for pupils to read. These include reading in form time, debate clubs, use of reading ambassadors, and book clubs. In sixth form, texts are deliberately chosen to expose students to the wider world and knowledge beyond their curriculum. Therefore, pupils and students have a keen appetite for reading widely and often.

Pupils and students attend school regularly. They arrive to lessons on time and are ready to learn. Pupils' behaviour is impeccable. They show high levels of self-control as well as respect for their teachers and their peers. Consequently, pupils' learning is not impeded by disruption. The school environment is an oasis of calm and order.

Pupils and students, including those with SEND, have access to an exceptionally rich and meaningful personal development programme. Teachers expertly deliver a wide range of sessions around healthy relationships, first aid, successful lives, medical ethics and equality. Leaders have fostered an environment where pupils and staff are respectful to different faiths, cultures and backgrounds. This ensures that pupils are very well prepared for life in modern Britain.

Leaders provide high-quality careers education, information, advice and guidance. Pupils and students receive meaningful encounters with the world of work and expert guidance from well-trained staff. Leaders have also facilitated international work experiences, enterprise days and talks from industry experts to ensure that pupils can aim high and truly consider their career options. A high proportion of students successfully gain places on reputable university programmes.

Leaders and governors engage productively with parents, carers, staff and pupils to ensure that everyone feels part of a cohesive school community. Staff, including early careers teachers, feel extremely well supported.

Leaders keep staff's well-being at the forefront of their decisions. Governors are highly skilled and knowledgeable. They bring a wide range of experiences to their role. Governors are astutely aware of their statutory responsibilities and fulfil them with diligence and integrity.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are proactive in their approach to identifying and supporting pupils and students who are vulnerable or might be at risk of harm. For example, they utilise specialist agencies effectively to support pupils and their families at the first sign of difficulties or concerns.

Staff receive comprehensive safeguarding training. This allows them to use the clear and comprehensive safeguarding systems confidently. For example, staff are highly vigilant and well informed in identifying and managing concerns when they arise.

Pupils and students learn about how to keep themselves safe from risks such as harmful sexual behaviour and online abuse. They are well informed on how to report concerns.

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](#)' 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

Unique reference number	136390
Local authority	Lancashire
Inspection number	10199319
Type of school	Grammar (selective)
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1417
Of which, number on roll in the sixth form	668
Appropriate authority	The governing body
Chair of governing body	Andrew David Clayton
Headteacher	James Keulemans
Website	www.crgs.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Clitheroe Royal Grammar School converted to become an academy school in February 2012. When its predecessor school, Clitheroe Royal Grammar School, was last inspected by Ofsted, it was judged to be outstanding overall.
- Leaders do not make use of any alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- This was the first routine inspection the school 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 held meetings with the headteacher, senior leaders and subject leaders. They also met with a range of other staff and leaders during the inspection. Inspectors met with representatives of the board of governors, including the chair, as well as a representative of the local authority.
- Inspectors carried out deep dives in these subjects: mathematics, English, science, history, art and design, German and Spanish. For each deep dive, inspectors discussed the curriculum with leaders and teachers, visited a sample of lessons, reviewed samples of pupils' work and spoke with some pupils, including those with SEND and disadvantaged pupils.
- The inspection team analysed safeguarding documentation, including the single central record. Inspectors spoke with a range of pupils, staff and leaders to evaluate the culture of safeguarding in the school.
- Inspectors spoke with the leaders responsible for personal development, early careers teachers and reading.
- Inspectors reviewed a range of documents, including leaders' self-evaluation, and attendance and behaviour records.
- Inspectors considered the responses of parents to Ofsted Parent View and the responses of pupils and staff to Ofsted's surveys.

Inspection team

Amina Modan, lead inspector	His Majesty's Inspector
Thomas Fay	Ofsted Inspector
Chris Meldrum	Ofsted Inspector
Dympna Woods	Ofsted Inspector
Ahmed Marikar	His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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