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Mr Jonathon Weeden
Headteacher
Treales Church of England Primary School
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Dear Mr Weeden

Short inspection of Treales Church of England Primary School

Following my visit to the school on 10 January 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. This is due to your unswerving drive and commitment to maintain high standards and expectations. You are well supported and challenged by a highly skilled and very committed governing body.

Parents are fulsome in their praise for the school. They feel that 'there is a wonderful family atmosphere where teachers and pupils are kind, nurturing and supportive.' Parents agree that the school is well led. One parent rightly commented: 'The headteacher is extremely well respected by the children and is a positive, strong leader.'

The school is a bright, stimulating environment filled with warmth and a sense of togetherness. Teachers take pride in the way they and their classrooms look and so do the pupils. Pupils are taught in three classes: the infant class is for Reception children and Years 1 and 2. The lower juniors is Years 3 and 4 and the upper juniors is Years 5 and 6.

Leaders promote British values well. This is shown through the way pupils behave. Pupils say, and records show, that behaviour is good. They understand well-rehearsed routines of sitting smartly, lining up, taking turns and showing respect for others. Scrutiny of Years 5 and 6 books showed that pupils are used to giving their

opinions on current affairs such as the closure of local libraries.

Leaders have responded well to the areas for improvement from the previous inspection. Teaching is improving and there is much more challenge for the most able pupils, particularly in key stage 2. There is rigorous performance management in place for teaching assistants, but their work is not always monitored as regularly as it should be because the headteacher teaches the Years 5 and 6 class every morning.

The proportion of Year 6 pupils achieving the expected standard in reading and writing last year was above average. However, results were not as strong in mathematics. Scrutiny of mathematics workbooks and homework books shows that pupils are spending too much time doing a large number of the same types of calculations instead of quickly moving on to more challenging work.

Pupils do not make as much progress through key stage 1 because the curriculum is not always challenging enough. Although most pupils reach the expected standards in reading, writing and mathematics by the end of key stage 1, many pupils leave Reception with average abilities and therefore are capable of doing better.

Attendance is above the national average. Swift action is taken for the very few individual pupils whose attendance is of concern, and this results in rapid improvement. Expectations of behaviour are abundantly clear and behaviour is well managed. There have been no permanent or fixed-term exclusions over the past two years.

The school website does not meet statutory requirements because it does not include a contact name for enquiries and curriculum plans are not broken down by academic year, making it difficult for parents to know the topic their children are studying.

Safeguarding is effective.

The single central record meets requirements. Pupils say that they feel safe in school and parents who I spoke to agree. Policies, procedures, training and record-keeping concerning child protection are meticulous. The school uses agencies well to provide specialist support for pupils who have special educational needs and/or disabilities and for those who need help socially and emotionally.

Inspection findings

- You and members of the governing body know the strengths and weaknesses of the school well. You have a very detailed and accurate self-evaluation and a well-focused school improvement plan. Your monitoring of teaching and learning is extremely detailed and thorough and has clearly brought about improvements.
- Teaching observed in key stage 2 was very well planned so that pupils knew exactly what they were learning. Expectations of written work were high and very clear assessment criteria gave pupils a good understanding of what they needed to do. Pupils responded with excellent behaviour and were totally engrossed in

their learning. There was plenty of challenge for the most able pupils, but some of the least able pupils did not have enough support to structure their writing.

- Pupils achieve well in reading. Over one third of pupils achieved a high standard in reading at the end of key stage 2 last year. I listened to Year 6 pupils read very challenging texts fluently and with high levels of comprehension. Reading records show that pupils read a wide variety of books regularly at home and at school.
- There is a broad and engaging curriculum. I observed Years 3 and 4 pupils learning how to play hockey. All pupils were highly engaged because they were very well taught, they took pride in their work and they looked very smart in their sports kit. Pupils are very excited about the forthcoming outdoor-pursuits residential trip which is heralded as the pinnacle of their primary school experience.
- I observed Years 5 and 6 pupils in computing, learning how to formulate an algorithm. Pupils successfully followed a step-by-step set of instructions due to the teacher's engaging exposition and explanation of the task.
- I observed mathematics and phonics teaching in the key stage 1 class. In the mathematics session, pupils were not well engaged because the calculations were repetitive and too simple. Reception children made limited progress in phonics because they were unsure how to pronounce the letters and sounds, and for most of the session the children did not have the opportunity to try and write them.
- The quality of outdoor provision for children in Reception class is at odds with the rest of the school environment. Although there is a plan in place to redevelop it, leaders have not yet begun to implement it.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils reach the same high standards in mathematics at the end of key stage 2 as they do in reading and writing
- the most able pupils are consistently well challenged in the Reception and key stage 1 class
- the outdoor area for Reception children is more inviting and stimulating
- the school website meets statutory requirements.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Blackburn and the director of children's services for Lancashire. This letter will be published on the Ofsted website.

Yours sincerely

Sally Kenyon
Ofsted Inspector

Information about the inspection

I met with you and members of the governing body and I had a telephone conversation with a representative from the local authority. I observed teaching in all key stages. I spoke with a range of pupils in lessons and at social times. I listened to pupils read, scrutinised reading records and looked at workbooks and homework books. I analysed the single central record, records of child protection and staff training and discussed other aspects of safeguarding with you. I looked at the school website and we discussed the school self-evaluation and school improvement plan. I spoke with parents in the playground at the end of the school day and considered 14 responses to Ofsted's online survey, Parent View, including a number of free text comments made by parents.