

# Lea Neeld's Endowed Church of England Primary School

Lea Road, Preston, Lancashire PR4 0RA

## Inspection dates

18–19 June 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Leaders place pupils at the heart of the school and 'let everyone shine'. As a result, pupils thrive, grow and develop into well-rounded citizens for the future.
- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are confident that they feel safe in school and that they are cared for extremely well.
- Parents and carers hold the school in high regard. They are appreciative of the good relationships members of staff foster and the strong emphasis that the school places on care and nurture.
- Pupils' behaviour is exemplary. They are happy, confident and enjoy school. They take great pride in sharing their achievements and are extremely proud of their school.
- The headteacher's strong and effective leadership has secured notable improvements in the quality of teaching.
- Governors are knowledgeable, effective and committed to the school. They provide robust challenge to school leaders in relation to pupils' progress and attainment.
- Teaching is typically good. Teachers have good subject knowledge and use questions well to challenge pupils. However, teachers do not always use assessments to plan work which consistently challenges pupils.
- Outcomes for pupils are good. Currently, pupils are making strong progress in reading, writing and mathematics from their individual starting points. However, pupils' handwriting and presentation are less strong.
- The school provides a broad and stimulating curriculum. Pupils enjoy a wide range of activities, including trips and visits as part of their day-to-day learning.
- Absence and persistent absence have reduced significantly for all groups of pupils due to leaders' effective strategies.
- Subject leaders are enthusiastic about their areas of responsibility. However, they are not fully supporting school improvement fully.
- Children in the early years have a good start to their education. They make good progress from their starting points and are well prepared for the key stage 1 curriculum.

## Full report

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

- Further strengthen teaching, learning and assessment by ensuring that teachers use assessment information more effectively to set work which consistently challenges pupils to reach higher standards across all curriculum subjects.
- Improve the quality of pupils' handwriting.
- Improve the effectiveness of leadership and management of subjects other than English and mathematics by enhancing provision and outcomes in their subjects.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders are passionate in their approach to ensuring the best possible outcomes for pupils. The school's motto, 'Let Everyone Shine', pervades all that leaders do. This is underpinned by the strongest focus on pupils' happiness and well-being. As a result, pupils thrive and achieve well.
- The headteacher has overseen significant improvements at the school over the past two years. She has high expectations of staff and pupils. The headteacher, ably supported by the deputy headteacher, has ensured that staff have received good support and guidance. As a result, the quality of teaching has improved and pupils are overall making good progress in their learning.
- Senior leaders have an accurate understanding of the school's strengths and the priorities for development. They have developed appropriate plans to support improvement which they review systematically. Leaders ensure that regular checks are made on the quality of teaching, learning and assessment. They know where teaching is strongest and where further improvements are required. Teachers regularly engage in discussion about the impact of their work on pupils' progress. Teachers also value the training and support that school leaders provide. Every member of staff who responded to the staff survey agreed that the school was well led and managed.
- The leaders for English and mathematics have an accurate overview of their subjects. They are well supported by senior leaders, and they appreciate the clear systems which support and guide their work. They are confident in planning strategically for their own subjects. As a result, the progress of current pupils in reading, writing and mathematics has improved.
- Subject leaders, in subjects other than English and mathematics, are enthusiastic about their subjects. They are well supported by senior leaders in further developing their skills in improving teaching and learning in these subjects. However, the work seen in in some classes lacked challenge. Leaders of these subjects have not ensured that regular checks take place to ensure that teaching is consistently good in all year groups.
- School leaders have a strong focus on ensuring that disadvantaged pupils make good progress. Leaders ensure that the pupil premium funding is deployed effectively to eradicate any gaps in the knowledge and skills of disadvantaged pupils. The progress of these pupils is improving as a result.
- The funding is used well to support pupils with special educational needs and/or disabilities (SEND). Staff receive appropriate training to enable them to carry out their roles effectively. Provision is carefully planned following individual pupils' needs. Leaders ensure that additional support is deployed effectively to meet pupils' needs. Leaders make regular checks to review the impact of this support, making adjustments where necessary. As a result, pupils with SEN make good progress from their individual starting points.
- Leaders have planned an exciting and relevant curriculum which children say interests them and is enjoyable. It also contributes to their physical, mental and personal well-

being. For example, the school has a strong commitment to personal, social, health education and pupils take part in many activities to learn how to become responsible citizens and how to live healthy lives.

- Pupils' learning is enriched by numerous trips, visitors to the school, after-school clubs and special events. British values are embedded across the school. Pupils talked at length about how they strongly believe in mutual respect and how this supports their behaviour, attitudes towards each other. These values are reflected strongly by their relationships with the staff.
- Leaders make excellent provision for pupils' spiritual, moral, social and cultural development (SMSC). It is central to life at this school. Pupils learn about other faiths and beliefs and show a good understanding of these. For example, following a visit from Muslims and Jewish leaders, pupils talked about the beliefs of their visitors and compared them with their own religious beliefs. Respect and tolerance are core features of school life. School leaders ensure that pupils are taught to value the diversity they experience each day in school.
- Parents and carers who responded to the Ofsted online questionnaire, Parent View, were highly complementary about the school. A comment typical of many parents' views was, 'This is such a great school with passionate teachers.' Another parent captured the view of many when commenting, 'This is the most caring school. My child thrives here. I wouldn't send him anywhere else.'

## **Governance of the school**

- Governors provide clear, strategic direction for the development of the school, which has contributed to improvements since the last inspection. Governors question and challenge the information provided by leaders to ensure that actions taken improve the quality of education. They attend appropriate training. They analyse data, which contributes effectively to their ability to challenge information they receive. They have a clear understanding of the strengths and weaknesses in the school.
- Governors have a secure knowledge of the information about pupils' progress. They check that additional funding, such as the pupil premium and for pupils with SEND, is spent effectively and makes a positive difference for those eligible pupils.
- Governors fulfil all their duties, such as ensuring that safeguarding procedures are suitable. They have used the skills and knowledge of all governors to good effect.

## **Safeguarding**

- The arrangements for safeguarding are effective. Leaders have created a strong culture of safeguarding in which pupils feel safe and valued. The school's procedures and practices are fit for purpose. Safer recruitment processes are secure, ensuring that only suitable people are recruited to work with pupils. Leaders provide effective training and regular information updates to ensure that all staff are well aware of their responsibilities to safeguard pupils.
- Parents and pupils feel the school is a safe place in which to be. Leaders, including governors, ensure that staff receive high-quality training. As a result, staff know how to recognise the signs and symptoms of abuse. Staff are very clear about the school's

procedures for reporting and recording any concerns they have regarding the safeguarding of pupils.

## Quality of teaching, learning and assessment

Good

- Teachers mainly have high expectations of what pupils can achieve. They work effectively with teaching assistants to plan, support and deliver learning effectively. In turn, pupils' needs are well met and pupils across the school are making good progress.
- There is a purposeful and productive atmosphere in all lessons. Teachers create positive relationships with pupils, which are very conducive to learning.
- Teachers have good subject knowledge which allows them to provide pupils with clear explanations and instructions. They plan imaginative activities that capture pupils' enthusiasm and inspire a thirst for learning.
- Teachers use prior learning to build on pupils' understanding. This supports pupils to make purposeful links and build on their knowledge and understanding over time. Teachers use questioning skilfully to explore what pupils already know and challenge them to think more deeply. Teachers provide good verbal feedback to pupils about how to improve and move on in their learning.
- Regular assessments are made of pupils' work in reading, writing and mathematics. This information is used to help teachers and school leaders understand the impact of teaching on pupils' progress. However, some teachers do not use this information well enough to set work to consistently challenges pupils to move on in their learning and make more rapid progress.
- Teaching assistants provide good support, both in class and when supporting groups and individual pupils. They provide essential information for teachers about how well pupils are learning. This helps to ensure that teachers plan effectively to meet pupils' needs in future lessons.
- Reading is given a high priority across the school. Teaching is effective. Teachers develop pupils' skills by fostering a love of reading. Good-quality texts are central to the delivery of the school's curriculum. Pupils are encouraged to read regularly to develop their fluency and understanding of the text. This has contributed to the good progress and improving outcomes in reading across the school. Pupils spoke enthusiastically about the authors and the books that they enjoy reading.
- Staff provide pupils with regular opportunities to write at length, and for different purposes. Inspectors saw many examples of good-quality writing across the school. For example, pupils in Year 3 were writing effective persuasive texts to entice readers to taste chocolate treats. Teachers ensure that pupils make good progress in their understanding and use of grammar, punctuation and spelling.
- Teachers do not challenge pupils to use clear, neat handwriting. There was little evidence of pupils improving their handwriting skills in the books seen during this inspection.
- The mathematics curriculum is generally well developed. Teachers focus on ensuring a good grounding in basic skills in mathematics and help pupils to become confident in

their use of number. Teachers regularly require pupils to use their mathematical knowledge and skills to investigate and solve problems. The work in pupils' books shows that pupils are making strong progress in this subject across most classes in the school.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils display mature and respectful attitudes towards others. A typical comment from pupils who spoke with the inspector was, 'We are all the same, but unique.' Pupils show understanding and respect for those of different faiths, family circumstance and gender.
- The pupils are deeply proud of their school. They told inspectors that the best thing about it was 'the great teachers'. Pupils are highly articulate and discuss their school with great enthusiasm. They feel that building strong, supportive relationships and friendships are key themes throughout their life at the school.
- The school curriculum provides exceptionally well for pupils' personal development. They are taught to identify their own personal learning goals and steps to success in order to help them achieve their dreams and ambitions. Teachers consider carefully the interests, abilities and experiences of all pupils, so each child has the chance 'to shine'.
- Pupils feel safe and happy in school. They are aware of the different types of bullying including cyber bullying and prejudice-based bullying. Pupils were clear that incidents of bullying do not happen here, but if issues did arise, they trust the staff to sort them out quickly.
- Pupils talked confidently about how they had learned about keeping themselves safe inside school as well in the community, showing a real understanding of key issues in keeping themselves safe.
- Pupils relish taking on responsibilities in the school's ethos group, extra milers' club and through peer mentoring.
- Leaders make sure pupils learn about different religions and cultures so they are well prepared for life in modern Britain. Pupils learn about Islam and Judaism, for example, and celebrated their own cultural identity through a range of activities. Pupils are confident to talk about differences between families, for example where parents are of the same gender. They show care and concern for each other and for pupils new to the school, regardless of their similarities or differences.

### Behaviour

- The behaviour of pupils is outstanding.
- Pupils enjoy coming to school and rarely miss a day. Attendance and punctuality have greatly improved since the last inspection. The headteacher tracks and monitors attendance with rigour. Robust systems to encourage good attendance have

contributed to absence being reduced dramatically. Attendance is now above the national average.

- Pupils' behaviour in class and around school is impeccable. They are polite and courteous, and their respect for each other and for their teachers is a reflection of the example that their teachers set.
- Staff have high expectations of pupils' behaviour, which are reinforced consistently. As a result, pupils demonstrated positive attitudes to their learning. In lessons, pupils behave well, work hard and want to achieve. Pupils listen attentively to all staff and have good listening skills. They work well individually and with other pupils. Pupils are considerate of the views of others and listen with interest to their opinions.

### Outcomes for pupils

**Good**

- In 2017, the progress of pupils in reading and mathematics at the end of key stage 2 was below the national average. However, since this point, pupils' progress has improved significantly. Leaders and teachers have worked hard to improve outcomes. Training and support for teaching have been pivotal in bringing about this success.
- Results in reading, writing and mathematics were in line with the national averages at the end of Year 2 in 2018. For many pupils, this represented good progress. The quality of work seen in pupils' books shows that current pupils are making strong progress in English and mathematics.
- In Year 6, there have been improvements to pupils' attainment in reading over the past three years. In writing and mathematics, the results in 2018 were not quite as strong, however, the inspector found evidence that standards in writing and mathematics are continuing to improve across the school.
- Work in books and the school's own assessment information indicate that most current pupils make good progress across a range of subjects, including in reading, writing and mathematics. This is because the quality of teaching has been further improved through appropriate training and coaching.
- Pupils make good progress in developing their early reading and writing skills. This is because teachers use their good subject knowledge of phonics to plan learning well matched to pupils' needs. The proportion of Year 1 pupils who reached the expected level in the national phonics screening check was around the national average in 2018. Good progress is being made by the current Year 1 pupils.
- Improvements in the teaching of reading are reflected in pupils' good attitudes and the frequency with which they read. Pupils read widely and often, and demonstrated a good knowledge of children's authors. The proportion of pupils achieving the expected standard in reading at the end of key stage 2 in 2018 was average.
- Teachers inspire pupils and use examples from literature to enthuse the pupils. Examples of pupils' writing show pupils make good progress. Pupils use a variety of sentence structures and phrases to add interest and mood, including similes and other descriptions. However, pupils' handwriting is untidy.
- Improvements have been made to the teaching of mathematics. There has been a whole-school focus on developing pupils' reasoning and problem-solving skills. There is

evidence in pupils' books that they now regularly use and apply their mathematical knowledge to solve problems. This is helping to raise standards in many classes. However, in some classes, teachers provide work which involves too little challenge and too much repetition. Progress in these classes is weaker.

- Disadvantaged pupils make good progress in reading, writing and mathematics. The school is working successfully to diminish the difference in attainment between disadvantaged pupils and other pupils.
- Pupils with SEND make good progress from their starting points. This is because staff plan work to meet the needs of these pupils. Leaders check these pupils' progress and ensure that they receive effective additional support.

### Early years provision

**Good**

- Many children start in the early years with skills and abilities typical for their age. During their time in the Reception class children make good progress in their learning and development. In 2018, the proportion of children reaching a good level of development was around the national average and has been over time. Good-quality teaching over time means that children make good progress. Most children are well prepared for the next stage of their education when they start in Year 1.
- Leaders' evaluations of teaching and learning in the early years are sharp and accurate. They have a clear view of strengths and the areas still left to develop. An effective assessment process supports adults to identify areas for further development for each child. This enables teachers to plan effectively and address identified areas as part of their daily teaching and provision.
- Teaching is effective and staff engage well with children to help improve their learning. When working directly with the children, staff make good use of questioning to find out what children know. They encourage children to think hard and help them to move on in their learning. There is a good balance of adult-led and child-led activities. However, children have more limited challenge when working independently outside.
- Clear systems and routines help children to settle quickly. Adults establish positive relationships with children, which help them to feel safe and confident. Behaviour is good. Children follow instructions, share and take turns. Adults show a high level of care for children. They have received appropriate training to keep children safe, including paediatric first-aid training.
- Statutory requirements for the early years are met and specific funds are used correctly. For example, funding to support disadvantaged children is used effectively and these children make very strong progress from their starting points.
- Parents are very positive about the early years. Parents feel involved in their children's education and attend a variety of workshops to help them support their child's learning.



## School details

Unique reference number	119567
Local authority	Lancashire
Inspection number	10087846

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	137
Appropriate authority	The governing body
Chair	Andrew Hird
Headteacher	Catherine Seagrave
Telephone number	01772 729880
Website	<a href="http://www.leacofe.lancs.sch.uk">www.leacofe.lancs.sch.uk</a>
Email address	<a href="mailto:head@leacofe.lancs.sch.uk">head@leacofe.lancs.sch.uk</a>
Date of previous inspection	28 February – 1 March 2017

## Information about this school

- This is a smaller than average-sized primary school.
- The proportion of disadvantaged pupils is in line with the national average.
- Most pupils are of White British heritage.
- The proportion of pupils with SEND is in line with the national average.
- The proportion of pupils who have an education, health and care plan is below the national average.

## Information about this inspection

- The inspector observed teaching and learning in a wide range of lessons, covering all classes in the school. Leaders accompanied the inspector on some observations.
- Meetings were held with the headteacher and other leaders. The inspector also met members of the governing body.
- The inspector spoke with the local authority advisers.
- The inspector talked with a group of pupils on the second day of the inspection. The inspector also talked with pupils about their learning in lessons and at breaktimes.
- Pupils' behaviour was observed during lessons, lunchtimes and playtimes.
- The inspector examined the quality of pupils' work in a wide range of books.
- The inspector looked at the school's work and considered documents, including the school's self-evaluation, the school improvement plan, attendance figures, curriculum plans and information relating to pupils' achievement and safeguarding.
- The inspector took account of the views of 30 parents who responded to Ofsted's online survey, Parent View. They also took account of responses from 14 members of staff who completed the staff survey.

## Inspection team

James Blackwell, lead inspector

Ofsted Inspector

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