

# Inspection of a good school: Walton-le-Dale, St Leonard's Church of England Primary School

Walton Green, Walton-le-Dale, Preston, Lancashire PR5 4JL

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Inspection dates:

17–18 September 2019

## **Outcome**

Walton-le-Dale, St Leonard's Church of England Primary School continues to be a good school.

## **What is it like to attend this school?**

A strong Christian ethos is at the heart of this school. Staff and governors are rightly proud of the family feel that they have embedded across the school. Pupils enjoy coming to school. They feel safe and very well cared for by the adults in school. Pupils find it easy to make friends. They enjoy playing together. Breaktimes are calm and well supervised. Pupils are polite and well mannered. They say that behaviour is good and bullying is rare. Pupils have positions of responsibility. For example, several older pupils are prefects. This contributes to their preparation for the future.

Pupils work hard in lessons. Staff have high expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils say they enjoy the challenges that teachers set for them in lessons. Adults encourage pupils to challenge themselves in activities beyond school. For example, pupils enjoy different sports. The many trophies on display demonstrate pupils' sporting prowess. Pupils have the opportunity to visit museums and places of interest. This opens their eyes to life outside of their local community. The curriculum helps them to find out about the world in which they live. Pupils are tolerant and respectful of those who may be different from themselves.

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

The curriculum provides pupils with a wealth of opportunities to flourish both academically and personally. Leaders' plans for subjects have been arranged in a logical way. Leaders have identified the knowledge that they want pupils to know at certain points in their schooling.

Teachers ensure that pupils get the right help in lessons when they need it. By the time pupils leave Year 6, most achieve higher than other pupils nationally in English and mathematics. Teachers ensure that disadvantaged pupils and those with SEND do well.

Leaders place a high priority on reading across the school. Teachers and teaching assistants are well trained in teaching phonics (letters and the sounds they represent). Pupils who fall behind are well supported, so they catch up quickly. Teachers ensure that pupils take home books that match the sounds they learned in class. Pupils of all ages flock to the Madagascar room to read with each other at breaktimes. They enjoy a wide variety of books here, in their classrooms and in the new library. Pupils were keen to tell me about meeting an author who visited the school last year.

Pupils' learning in mathematics is especially strong. Teachers told me that the training they received has developed their confidence. Leaders have invested in new resources that teachers adapt to the needs of their pupils. Teachers ensure that pupils develop skills in problem-solving. Pupils share the different ways in which they have worked things out. They enjoy explaining the logical way they find solutions to mathematical problems.

Leaders have made changes to the way that subjects other than English and mathematics are taught. In some subjects, like history and geography, pupils can build on what they have learned last year. Teachers' planning in art shows that activities are now based on building on pupils' previous learning. Pupils are beginning to learn in more depth about the techniques used by different artists and how to apply these to their own work. For example, in a Year 5 class, I saw how pupils discussed the techniques used by Paul Landowski. They were then able to apply these to improve their own sketching skills. Teachers are improving the way that they check what pupils know and remember. However, these changes are not fully embedded in all subjects.

In the Reception class, leaders focus on developing children's early mathematics, language and communication skills. Children benefit from a well-resourced classroom and outdoor area. The links which staff have between school and home allow children to settle quickly into school routines. Most children reach a good level of development by the end of the early years.

Pupils' attendance remains high. They know about the benefits of keeping fit and healthy. Pupils understand the need to eat sensibly as part of developing a healthy lifestyle. They are sensitive to the needs of others. Pupils know that everyone is different. Older pupils can recall the main religions practised in Britain today. However, their ability to talk about the similarities and differences of different faiths lacks depth.

Leaders have considered staff workload. New assessment systems have reduced the amount of marking that teachers previously had to do. Staff told me that they are given time to complete their work. Staff are highly appreciative of the ways in which the headteacher considers their well-being. Governors provide support and challenge through their wealth of experience and expertise.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders check that adults in school are suitable to work with children. Records relating to safeguarding are thoroughly maintained. Leaders work together with the local authority and other external agencies to ensure that pupils who may be vulnerable are kept safe. They make sure that pupils and family members get the help that they need. Staff, including kitchen staff and lunchtime supervisors, know how to spot potential signs of abuse or neglect because of the training they receive. Pupils know how to keep themselves safe when they are using the internet, and when they are out and about in the community.

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

### **(Information for the school and appropriate authority)**

- The changes which leaders have made to the way that foundation subjects are taught are very recent. Leaders need to embed the changes they have made so far, so that teaching in all foundation subjects is of the same high standard as it is in mathematics and English. Leaders must ensure that learning is carefully planned in foundation subjects such as art so that pupils are able to know more and remember more. Ofsted's transition arrangements were applied for the foundation subjects during this inspection.
- Leaders have embarked on an ambitious plan to raise pupils' awareness of their responsibilities, not just in their local community but globally. Leaders should continue their development of opportunities for pupils to build on their understanding of faiths and cultures that are different to their own. Teachers should be supported in their planning so that pupils' knowledge and understanding are linked to understanding the importance of British values.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Walton-le-Dale, St Leonard's Church of England Primary School to be good on 11 June 2015.

## 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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	119575
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10087740
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	274
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Judith Laycock
<b>Headteacher</b>	Kay Proctor
<b>Website</b>	<a href="http://www.st-leonards-pri.lancs.sch.uk">www.st-leonards-pri.lancs.sch.uk</a>
<b>Date of previous inspection</b>	10–11 June 2015

## Information about this school

- This is a Church of England primary school.
- The last section 48 inspection was on 27 April 2017.

## Information about this inspection

- During this inspection, I met with the headteacher and senior leaders.
- I held meetings with teachers, support staff and subject leaders. I also met with members of the governing body and held a telephone conversation with a representative of the local authority.
- I visited lessons in each key stage. I spoke to pupils from each key stage and viewed examples of their work. I spoke to pupils about behaviour and expectations in the school and observed behaviour around school and in lessons.
- I considered the responses to Parent View, Ofsted's online questionnaire, and the free-text responses. I examined records in relation to safeguarding.
- As part of this inspection, I considered carefully how phonics and early reading are taught. I also considered how the curriculum is planned in mathematics and art. I met with subject leaders and visited lessons. I spoke to teachers about the lessons that

they had taught and pupils who had been in the lessons. I looked at examples of pupils' work in books.

### **Inspection team**

Naomi Taylor, lead inspector

Her Majesty's Inspector

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