

# Inspection of a good school: Collingham Lady Elizabeth Hastings' Church of England Primary School

Linton Road, Collingham, Wetherby, West Yorkshire LS22 5BS

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Inspection dates:

23 and 24 November 2021

## **Outcome**

Collingham Lady Elizabeth Hastings' Church of England Primary School continues to be a good school.

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

Everyone knows each other well at this small, caring and friendly school. A sense of belonging threads through the school. Pupils, parents and carers described the school as being 'like a family'. Pupils thrive and flourish here.

Leaders have high expectations of pupils. Pupils achieve well. This is particularly the case in reading and mathematics. Teachers make lessons interesting and stimulating. Pupils love coming to school. They rarely miss a day.

The school's Christian ethos shines through all aspects of school life. Pupils embody the school's 'RESPECT' code of 'resilience, equality, service, positivity, empathy, choice and togetherness'. As one pupil commented, 'We live out our Christian values by putting others before ourselves.' During the inspection, older pupils with the role of 'lunchtime leaders' supported younger pupils well at lunchtime. Older pupils act as great role models. They know the importance of helping one another.

Pupils behave exceptionally well. They are happy and safe here. Pupils could not recall any incidents of bullying taking place. Even so, pupils are confident that should bullying occur, staff will sort it out swiftly.

Parents are thrilled about the quality of education on offer. Comments such as 'my child loves coming to school every day', and 'my child is flourishing at this school', are echoed by many.

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

The headteacher is passionate about pupils' entitlement to a well-rounded education. With the senior leadership team and subject leaders, he has transformed the curriculum. Leaders have worked hard to create a curriculum that is ambitious and inspires pupils.

Subjects are interconnected through different themes. The school's curriculum drivers of environment, diversity, spirituality and initiative are sensibly woven through the curriculum. The curriculum extends beyond academic goals – it prepares pupils well for their lives ahead. As a result, pupils continue to receive a good quality of education.

In the early years, children get off to a flying start. They quickly settle into well-established routines. They are well looked after by caring adults. Skilled staff help to develop children's confidence and resilience. Children have lots of opportunities to develop their reading and writing skills. They are beginning to read words using the sounds they know. Children develop their mathematics knowledge well. During the inspection, children excitedly learned about the number 'three' in different contexts.

Reading is of high priority in this school. Leaders have introduced a new approach to the teaching of phonics. Adults teach phonics well. Books are carefully matched to the sounds that pupils know. Because of this, pupils quickly learn to read with fluency and accuracy. Pupils who fall behind in their reading receive extra support. In key stage 2, pupils develop a deep understanding of a wide range of texts. Older pupils spoke enthusiastically about their favourite books and authors. Pupils' love of reading is evident for all to see.

Subject leaders have identified the crucial knowledge and skills that pupils must know in their subject. Teachers make sure that pupils learn the right things in the right order in most subjects.

In a few subjects, such as history and design technology, the curriculum has not had the opportunity to be implemented as planned. Teachers have not received subject-specific training on the revised curriculum. Additionally, in these subjects, assessment is not focused enough on checking how well important knowledge is remembered. As a result, pupils do not remember crucial knowledge as they should in these subjects.

Teachers work hard to ensure that all pupils can access the school's curriculum. They skilfully adapt their lessons to ensure that pupils with special educational needs and/or disabilities (SEND) are well supported. As a result, pupils with SEND receive the right support to help them achieve as well as they should.

The personal development of pupils is a strength. The curriculum supports pupils' social and emotional development well. Pupils learn about how to keep themselves safe and how to be healthy. They have a strong understanding of other faiths and the importance of equality. Pupils show respect and tolerance for each other. They appreciate the numerous experiences the school provides, including the wide range of after-school clubs. Educational trips and visits enrich the curriculum. For example, Year 6 pupils spoke enthusiastically about their residential visit to Robinwood.

Governors are passionate about their roles. They know the school very well. Governors understand the school's strengths and what needs to improve. They hold school leaders to account effectively. Leaders listen to the views of staff and act to improve their well-being and reduce workload. Staff feel appreciated and valued by leaders. They are rightly proud to work at this school.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a strong culture of safeguarding. They have established thorough procedures to make sure that the staff's knowledge is up to date. Staff are vigilant. They receive appropriate safeguarding training, including weekly updates. This includes training on sexual abuse and harassment. Staff are alert to the potential risks that pupils may face in the community. They know how to report any concerns they have about pupils' safety or welfare. Leaders with responsibility for safeguarding work effectively with external agencies to ensure that pupils and their families receive the help they need.

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

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

- In a few subjects, such as history and design technology, the planned curriculum has not had the opportunity to be implemented as intended. Consequently, pupils do not learn the important subject knowledge they should. Leaders must ensure that curriculum plans are implemented as planned. Senior leaders should ensure that teachers receive subject-specific training, and that curriculum leaders have time to check the implementation and impact of the curriculum.
- In a small number of foundation subjects, assessments are less well developed. This is because assessments are not closely matched to the knowledge that teachers want pupils to learn and remember. As a result, teachers do not securely build on what pupils have learned and remembered from their previous lessons. Leaders should ensure that teachers receive appropriate training and support to accurately assess what pupils have learned, so that pupils know and remember more in all subjects.

## 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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in November 2016.

## 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.

If you are the school and 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>	108011
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10200415
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Valerie Masterton
<b>Headteacher</b>	Paul Cook
<b>Website</b>	<a href="http://www.collingham.school.com">www.collingham.school.com</a>
<b>Date of previous inspection</b>	12 November 2020, under section 8 of the Education Act 2005

## Information about this school

- The school is a voluntary controlled Church of England school in the Diocese of Leeds.
- The school had its most recent section 48 inspection, undertaken by the Diocese of Leeds, in March 2017.
- The headteacher and deputy headteacher took up post in 2017.
- The school does not make use of alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher and other leaders, including the early years leader and the special educational needs coordinator. Meetings were also held with a representative of the local authority and three governors, including the chair of governors. The inspector had a telephone meeting with a representative of the diocese.

- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector talked to leaders, staff and pupils about safeguarding issues. The inspector also examined safeguarding records, including those related to behaviour and bullying.
- The inspector considered the 20 responses to Ofsted's online questionnaire for staff. The inspector also considered the views of 125 parents in their responses to Ofsted's online Parent View questionnaire, as well as the 97 free-text responses.

### **Inspection team**

Jean Watt, lead inspector

Her Majesty's Inspector

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