

Inspection of a good school: Leyland St Andrew's Church of England Infant School

Woodlea Road, Leyland, Preston, Lancashire PR25 1JL

Inspection dates:

1 and 2 March 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils at St Andrew's Church of England Infant School are delightful. They are kind to each other, work hard and play happily with friends during social times. This is because staff have high expectations for pupils. They place a strong emphasis on respect, the first of the school's values.

Pupils are happy, polite and behave well. Pupils, including those in the early years, know about the harmful effects of name-calling and bullying. When bullying occurs, pupils trust staff to help solve the problem. Being able to share their concerns freely ensures that pupils feel happy and safe.

Pupils are keen to talk about their learning. They like the activities that teach them about their local community. Pupils pack in many extra-curricular activities. They talk confidently about their expertise in dance fitness and cheerleading. They also like the range of after-school clubs that develop their academic, creative and sporting prowess.

Despite these positive features, pupils do not achieve as well as they should. This is because in some subjects, including reading, the curriculum that leaders have developed is at an early stage of implementation.

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

Leaders have successfully steered the school through a period of significant challenge. They have placed pupils at the centre of all their decisions. Their focus on improving the curriculum is crystal clear.

Leaders are developing an ambitious curriculum which covers a broad range of subjects. In most subjects, leaders have improved the curriculum and they are clear about what pupils will learn and the order in which they will learn it. In some subjects, like mathematics and science, clear guidance helps teachers to design new learning that builds on what pupils know already. Pupils are beginning to know and remember more in these subjects. However, this is not the case in some other subjects. Leaders have not set out the knowledge that pupils need to learn and when this should be taught. Teachers are less certain about the knowledge that pupils need to know. This means that, at times, pupils do not learn everything that they should in these subjects.

Many teachers routinely use assessment strategies well. This helps to ensure that pupils' knowledge is secure before moving on to new learning. However, leaders have not ensured that all teachers are equally confident in their approaches to assessment. This means that some pupils do not achieve as well as they should.

Leaders are helping pupils to develop a love of reading. However, leaders have not decided on a clear early reading programme for teachers to follow. Some staff are not confident in teaching early reading. This is because they have not had suitable training. As a result, the delivery of the phonics programme varies too much in its effectiveness. At times, teachers do not match the books that pupils read to the sounds that they know. Some pupils who find reading difficult do not get the help they need to catch up quickly.

Pupils with special educational needs and/or disabilities (SEND) learn to write and use numbers well. Leaders make sure that they identify and assess the needs of these pupils as early as possible. They ensure that pupils with SEND have access to the same curriculum as everyone else.

Staff support pupils' behaviour well. Pupils understand the rewards and consequences at their school. Pupils particularly like celebrating by ringing the school bell to let everyone know how well they have done. Pupils say that it makes their parents proud when they do the right thing. There is little disruption to pupils' learning in classrooms.

Leaders have made sure that pupils' wider personal development has remained a strong focus throughout the COVID-19 pandemic. Leaders provide high-quality activities that pupils and their parents and carers value. Pupils benefit from a range of trips, after-school clubs, visiting speakers and special events to enrich their learning. They speak enthusiastically about these opportunities, such as the visit by the mayor to plant trees in the school grounds.

Governors are keen to improve the school for pupils and staff. However, they are also very new to their roles and require more training and experience to challenge leaders to improve the school. Governors do not have a clear, agreed understanding of what needs to be achieved, or how to check this. As a result, they rely too heavily on leaders to set strategic plans and to evaluate how well the school is performing.

Staff speak positively about the changes introduced by new leaders. They are very aware of the commitment to reducing staff workload. They feel valued and supported by leaders.

Reading and governance may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders know their local community well. They understand the challenges that their pupils face. As a result, leaders make sure staff receive appropriate training to identify pupils who are at risk of harm. Staff are vigilant and responsive to any concerns they have about pupils. Leaders act swiftly on these concerns. They work effectively with a range of external agencies to ensure that these pupils are kept as safe as possible.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are still in the process of developing and implementing the curriculum. Different subjects are at different stages of development. This means that, in some subjects, pupils are not able to build on prior learning. Leaders should ensure that they define more clearly what is being taught, and when, in these subjects. This will help to ensure that pupils' learning builds carefully on what they already know and remember.
- The delivery of the phonics curriculum is not as coherent as it should be. Some teachers are not confident enough to teach the phonics programme. As a result, some pupils do not achieve as well as they could. Leaders should ensure that the delivery of the phonics curriculum is more consistent. They must also make sure that all staff have the expertise that they need to deliver the curriculum. This will help pupils to become more accurate and fluent readers.
- Teachers' checks on pupils' learning are not used well enough to inform pupils' future learning. This means that pupils' learning is not always secure before they move on to something new. Leaders should ensure that they continue to develop teachers' expertise to use assessment strategies effectively. This will help to ensure that pupils' knowledge builds securely on what they already know.
- Many governors are new to their roles. They have not questioned leaders well enough about the quality of education in the school. As a result, they do not provide leaders with the challenge and support that they need. Members of the governing body should ensure that they gain the knowledge needed to be able to hold leaders more closely to account.

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 March 2012.

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

Unique reference number	119369
Local authority	Lancashire
Inspection number	10210979
Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair of governing body	Andrew Bluck
Headteacher	Jayne Woan
Website	www.standrewsinfants.co.uk
Date of previous inspection	13 October 2016, under section 8 of the Education Act 2005

Information about this school

- A new headteacher took up post in September 2021.
- There have been a significant number of changes to the governing body since the previous inspection.
- There have been a significant number of changes to subject leadership since the previous inspection.
- The last section 48 inspection was carried out in March 2012.

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 leaders and has taken that into account in their evaluation of the school.
- During this inspection, the inspector met with the headteacher, members of the governing body, including the chair of governors, and two representatives of the local authority.
- The inspector spoke with pupils about their work and school life.

- The inspector did deep dives in the following subjects: early reading, mathematics and history. In these subjects, he discussed the curriculum with subject leaders, visited lessons, spoke with pupils, met with teaching staff and looked at pupils' work. The inspector observed some pupils read to a familiar adult.
- The inspector reviewed a wide range of documentation, including the school's plans for improvement and minutes of the governing body meetings.
- The inspector considered responses to Ofsted Parent View and to the online staff questionnaire. There were no responses to the pupil questionnaire.
- The inspector reviewed a range of documentation about safeguarding. The inspector spoke with the headteacher and other staff to understand how they keep pupils safe.

Inspection team

James Blackwell, lead inspector

Ofsted Inspector

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