

Inspection of Leigh Central Primary School

Windermere Road, Leigh, Lancashire WN7 1UY

Inspection dates: 21 and 22 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leigh Central School is a welcoming place for all. New pupils soon feel at home. Pupils behave well and bullying is rare. One pupil reflected the views of many when they said that, 'Bullying is never OK, we just don't stand for it here and teachers will step in if needed'. Pupils' manners are impeccable. They respond well to the high expectations teachers have of them. If pupils do fall out with each other, they said that teachers encourage and support them to resolve the issue.

Pupils trust adults to keep them safe from any harm and this helps them to feel safe. They know that if they have any worries or concerns then someone will talk to them and help. Leaders prioritise pupils' mental health and well-being, including children in the early years. Pupils learn how to keep themselves both physically and mentally healthy.

Pupils enjoy taking part in the many activities on offer. These include representing their classmates on the school council, making visits to the local library and taking part in sporting activities.

Leaders have high expectations for pupils' achievement. They have designed an engaging curriculum for all, including those with special educational needs and/or disabilities (SEND). As a result, most pupils achieve well across the curriculum.

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

Leaders have developed a broad and ambitious curriculum. It has been carefully organised in most subjects and identifies the knowledge that pupils will learn. In most subjects, leaders have ensured that the order of learning helps pupils to build on what they have learned before. For example, in mathematics, teachers make sure that pupils learn about written calculations in carefully ordered steps, starting from the early years.

Teachers use quizzes and recap sessions to check what pupils have remembered. Leaders use other assessment strategies well to identify gaps in pupils' learning. In most subjects, this helps pupils, including those with SEND, to progress through the curriculum. However, in a small number of subjects, leaders have not designed the curriculum so that new learning builds on the knowledge that children develop in the early years. Sometimes, teachers are not aware if pupils are repeating earlier learning. This limits pupils from achieving as well as they should.

Leaders have placed reading at the heart of the school's curriculum. Children in the early years get off to a strong start when learning to read. Along with pupils in key stage 1, they have regular opportunities to practise what they have learned. Teachers choose books carefully so that pupils can practise the sounds that they know. This builds their confidence. Teachers quickly put in place suitable extra support for anyone who starts to fall behind.

By the end of Year 2, most pupils read with fluency and expression. Throughout the school, pupils develop a love reading. They spoke with enthusiasm about the challenge of the 'hundred books' that they strive to read before they complete Year 6. Pupils, including children in the early years, said that they enjoy listening to staff reading to them.

Leaders ensure that the needs of pupils with SEND are identified quickly and supported effectively. Staff provide strong care and support for these pupils to ensure they follow the same ambitious curriculum as their peers, when appropriate.

Pupils learn about health, well-being and relationships. They are respectful and accepting of differences. Pupils explained that, 'We value everyone in our school and we don't accept homophobic or racist language.'

Pupils, including children in the early years, behave well. Staff foster independence and responsibility. For example, they encourage pupils to clear away their equipment at the end of each lesson. Any disruptions to pupils' learning in lessons are extremely rare.

Staff are overwhelmingly positive about the school. They explained how leaders lead by example. Leaders provide personal support for staff and are conscious of their workload. Parents and carers hold similarly positive views about the school. They are happy to recommend the school to others.

Governors are proud of the school. They are well informed and actively involved in monitoring leaders' work. Governors receive detailed information that helps them to hold leaders to account. They are committed to ensuring that the school continues to improve.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture in the school. Staff receive effective training that allows them to identify and report safeguarding issues promptly. Regular safeguarding briefings ensure all staff are aware of concerns.

Leaders are unwavering in their determination to ensure pupils and families receive the help and support that they need. When required, leaders involve other agencies to ensure that pupils stay safe.

The curriculum helps pupils to learn how to stay safe. For example, pupils learn about online safety and how to report any concerns. They told inspectors that they felt confident to talk to staff if they saw or heard anything that made them feel uncomfortable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not ensured that the curriculum builds on the knowledge that children learn in the early years. This slows the progress that pupils make. Leaders should ensure that the curriculum from Year 1 builds on the knowledge that children gain during their time in the early years.

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

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| Unique reference number | 106418 |
| Local authority | Wigan |
| Inspection number | 10226271 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 229 |
| Appropriate authority | The governing body |
| Chair of governing body | Jonathan Poole |
| Headteacher | Dawn Hurst |
| Website | www.leighcentral.wigan.sch.uk |
| Date of previous inspection | 14 February 2017, under section 8 of the Education Act 2005 |

Information about this school

- The chair of governors was appointed in November 2020.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, deputy headteacher, other school leaders and staff, including the special educational needs coordinator.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, evaluated the curriculum, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work. Inspectors also looked at the curriculum for other subjects.

- Inspectors met with the designated safeguarding leader and checked safeguarding documents, including the checks made on staff. They also examined documentation relating to pupils' attendance and behaviour.
- Inspectors considered the responses to the online survey, Ofsted Parent View, and the views of staff in the staff survey.
- Inspectors also considered the responses to the pupil survey. Inspectors spoke with pupils and children informally during the school day.

Inspection team

Mike Hewlett, lead inspector

Ofsted Inspector

Sharon Cowey

Ofsted Inspector

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