

# Inspection of Lazonby C of E Primary School

Lazonby, Penrith, Cumbria CA10 1BL

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Inspection dates: 25 and 26 January 2023

**Overall effectiveness** **Good**

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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?**

Pupils are very happy at Lazonby Church of England Primary School. They arrive at school every morning eager to learn. They are warmly welcomed into school by their teachers. Staff have forged positive relationships with pupils and their families. Pupils can talk to staff about any worries that they may have. Leaders and staff deal with bullying quickly and effectively. This helps pupils to feel safe.

Leaders have high expectations of pupils' behaviour and learning. They are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders' belief that all pupils should 'dream, believe, achieve' is palpable across the school. Pupils rise to the expectations of leaders. They are enthused by their learning and try their best. Pupils achieve well.

Parents and pupils value the wider experiences that leaders plan for all pupils, including children in the early years. Pupils participate in an extensive and varied range of trips, visits, events and residential stays. These experiences broaden pupils' education and personal development. They help them to become confident, independent and resilient. Pupils appreciate these opportunities to develop new interests and talents.

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

Leaders have designed a curriculum that is broad and ambitious. It helps all pupils, including those with SEND, to build knowledge in small and well-ordered steps. Some of the curriculums are new, and have been recently introduced. Leaders have not provided subject leaders with sufficient training. This means that, in some subjects, subject leaders do not have the expertise to lead their subject effectively from the early years to Year 6.

Pupils with SEND learn the same curriculum as their classmates. Leaders are quick to identify any additional needs that pupils, including children in the early years, may have. Leaders ensure that staff have the information that they need to support these pupils well.

In most curriculums, teachers have a secure knowledge of that subject. They teach the curriculum well and choose activities to successfully deepen pupils' understanding. Teachers check for and address any misconceptions effectively. However, in a few subjects, leaders have not provided support for teachers to ensure that they have the knowledge that they need to deliver the curriculum well.

Leaders have prioritised reading, from the early years to Year 6. Pupils read widely and often. Leaders have successfully introduced a new phonics curriculum, from the beginning of the Reception Year. Pupils learn sounds in a logical order. They read books that contain the sounds and words that they already know. This helps them to become confident and fluent readers. Pupils who need help to keep up with the phonics curriculum are given effective support to do so.

Pupils, including children in the early years, behave well. They are polite, welcoming and considerate of each other and adults. Routines are successfully established in the early years, and children follow these well. Pupils care for each other and make sure that everyone is included. Pupils of all ages play nicely together and enjoy the time that they spend with each other. In most lessons, pupils are engaged in their learning and concentrate well. Pupils are excited and curious to learn new things. Lessons are rarely interrupted by poor behaviour.

Pupils are prepared well to be citizens in modern Britain. Some pupils are leaders in school and ensure that pupils have a voice. For example, some pupils wrote a speech about why they should be a member of the school council, and pupils voted to elect them. Other pupils are sports leaders and members of the ethos team. These opportunities help pupils to understand the fundamental British value of democracy and help to prepare them to be responsible citizens.

Parents and pupils value the place that the school has in the community. Leaders ensure that pupils are involved with local people and events. For example, pupils have been involved in the development of a walkway between the village and the river. They held an opening event with members of the community and served refreshments to those in attendance. This helps pupils to develop a sense of purpose and community spirit.

The school is well led and managed. The trust has provided a significant amount of help to governors, leaders and staff since the previous inspection. This has helped them to provide a good-quality education for all pupils. Governors know the school well and have the information that they need to hold leaders to account effectively. Staff appreciate the steps that leaders have taken to prioritise their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide training to ensure that staff know what their safeguarding responsibilities are and know how to identify pupils who may be at risk of harm. Staff know pupils well and are alert to signs that may indicate that pupils are suffering from abuse or neglect. Staff know how to report and record any concerns that they may have. Leaders act on these in a timely manner. They follow up referrals and work with other agencies to secure help for vulnerable pupils.

Pupils are taught how to keep themselves safe, including when they are online. They learn about how to behave appropriately online. They also learn about what to do if they see something online that concerns them.

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

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

- In some subjects, the curriculum has been recently introduced. Leaders have not provided sufficient training for subject leaders in these subjects. As a result, some leaders do not have the knowledge and expertise to lead their subject as effectively as they could, from the early years to Year 6. Leaders should ensure that all subject leaders are given further support to lead their subject well across the school.
- In a small number of subjects, leaders have not ensured that staff have the knowledge to deliver the curriculum as effectively as they should. This hinders some pupils from building their knowledge well over time. Leaders should ensure that staff receive further training and support to deliver the curriculum consistently well.

## 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.

## 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>	141711
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10256055
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	106
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jane Clarke
<b>Headteacher</b>	Andrew Davies
<b>Website</b>	<a href="http://www.lazonby.cumbria.sch.uk">www.lazonby.cumbria.sch.uk</a>
<b>Date of previous inspection</b>	5 December 2017, under section 8 of the Education Act 2005

## Information about this school

- This school is part of The Good Shepherd Trust.
- This school belongs to the Diocese of Carlisle. The most recent section 48 inspection was in July 2017.
- Leaders do not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded 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.
- During this inspection, inspectors met with the headteacher and other leaders in the school and the trust. They also spoke with a range of staff.
- The lead inspector spoke with a director, the chief executive officer of the trust and the senior school improvement officer, and met with two governors, including

the chair of governors. She also met a representative of the diocese and spoke with a representative of the local authority.

- Inspectors spoke to parents and carers at the beginning of the school day.
- Inspectors considered responses to Ofsted Parent View, including the free-text comments. They also considered responses from staff to the Ofsted survey. There were no responses from pupils to the Ofsted survey.
- The lead inspector examined a range of safeguarding documentation. She checked how leaders ensure that safer recruitment procedures are in place. The lead inspector checked records of staff's safeguarding training. Inspectors spoke to staff to check how well they understand safeguarding procedures.
- Inspectors observed pupils' behaviour at playtimes, in lessons and around school. They also spoke to pupils about their experiences at school.
- Inspectors carried out deep dives in early reading, mathematics and geography. They met subject leaders and teachers and visited a sample of lessons. Inspectors spoke with pupils. They also considered the curriculum across some other subject areas and looked at examples of pupils' work. The lead inspector observed pupils reading to trusted adults.

### **Inspection team**

Sally Timmons, lead inspector

His Majesty's Inspector

Victoria Burnside

Ofsted Inspector

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