

# Inspection of Nateby Primary School

Longmoor Lane, Garstang, Preston, Lancashire PR3 0JH

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Inspection dates: 17 and 18 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

The school was inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

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

Nateby is a friendly school. Pupils and staff are kind and caring towards each other. Pupils enjoy playing with their friends. Pupils know they can rely on staff to help them whenever they are upset or have any worries. Pupils feel well supported and safe.

Pupils behave well in lessons, around the school and at breaktimes. They get on with their learning without interruption. Pupils are polite and respectful to adults and each other. On the very rare occasions on which bullying occurs, it is reported and dealt with effectively.

Pupils develop their talents and interests through the range of extra-curricular clubs, such as cooking, magic mayhem, and tennis. Pupils are proud to contribute to the life of the school as book monitors and school councillors. These opportunities contribute towards helping them to become healthy, responsible and active citizens.

Leaders have high ambitions for pupils, including pupils with special educational needs and/or disabilities (SEND). In most subjects pupils work hard and achieve well. Children in the early years live up to leaders' expectations.

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

Leaders have thought about how the curriculum can meet the needs of pupils in this school. In most subjects, leaders have thought carefully about the most important knowledge that they want pupils to learn and the order in which this should be taught. This means that pupils build on what they know and can do as they move through the school from Reception Year to Year 6. Pupils achieve well.

In one or two subjects, leaders have not provided sufficient opportunities for curriculum leaders to develop their subject-specific knowledge and expertise. These leaders have not thought carefully enough about precisely what they want pupils to learn and when. This means that some pupils do not learn as well as they could in these subjects.

Across most of the curriculum subjects, teachers routinely check what pupils have learned and remembered. They use this information to identify and address any gaps in pupils' learning and misconceptions.

Leaders have introduced a new phonics programme. Most staff follow the programme as intended, but not all. This is because, while most staff have received training and support, some staff have not. Pupils read books that help them practise the sounds they have learned. Pupils who start to fall behind are provided with support to help them catch up. Pupils have the opportunity to read independently every day. Pupils enthusiastically discussed their favourite authors and their love of the school library with inspectors.

Leaders work well with staff to ensure that pupils with SEND are identified early. Teachers adapt the curriculum so that these pupils can follow the curriculum alongside their peers. Teaching staff provide extra guidance and additional resources to remove barriers to learning. This helps these pupils learn effectively.

Leaders teach pupils to be responsible and to help one another. Pupils are polite and respectful towards each other and to adults. Pupils' positive attitudes to learning enable them to learn without disruption.

Leaders prioritise pupils' personal development. Leaders make sure that children in the early years have opportunities to develop their social and emotional skills. Staff support pupils to build on this firm foundation as they progress through the school. Pupils grow in confidence. Staff provide pupils with a wide range of opportunities to learn about themselves and others. They promote pupils' physical and emotional health well. Leaders encourage pupils' awareness of different cultures and the importance of healthy relationships.

Staff are proud to work at the school. Staff recognise that leaders are considerate of their workload. Leaders and staff are focused on making the curriculum better.

Governors and leaders share an ambitious vision for the school and want the best for all pupils. Governors challenge and support leaders to ensure that leaders continue to develop the school's curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding has a high priority around school. Leaders have developed a culture where safeguarding is the responsibility of all staff. Staff are clear about what action they should take if they have concerns about pupils' well-being. They are encouraged to report all concerns. Leaders act promptly in response to any issues. They work well with external agencies so that pupils and their families get the help that they need.

Staff teach pupils how to keep themselves safe, both in the community and online. Leaders have ensured that pupils know how to report any worries they have.

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

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

- In one or two subjects, teachers do not have a sufficient understanding of what pupils have learned and remembered. This means that some pupils have gaps in their knowledge. Leaders need to ensure that teachers carry out checks and use this information to identify and address any gaps in pupils' learning.

- In some subjects, curriculum leaders and teachers have not had subject-specific training and support. These staff do not have the knowledge and expertise needed. Leaders should ensure that curriculum leaders and teachers are given the help and support needed to do their jobs well across the school.

## 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>	119140
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10226347
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	89
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mark Barlow
<b>Headteacher</b>	Cheryl Vardey
<b>Website</b>	<a href="http://www.nateby.lancsngfl.ac.uk">www.nateby.lancsngfl.ac.uk</a>
<b>Date of previous inspection</b>	14 February 2008, under section 5 of the Education Act 2005

## Information about this school

- The school does not use alternative provision.
- The governing body runs a breakfast club and after-school care.

## 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. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other members of the leadership team. Further meetings were held with subject leaders, staff, and pupils in the school.
- An inspector held a meeting with a representative of the local authority.
- An inspector met with members of the governing body, including the chair.

- The inspectors carried out deep dives in early reading, mathematics and art. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector listened to pupils read to a familiar adult.
- Inspectors checked the school's safeguarding policies and procedures, including the school's single central record. Inspectors met with leaders, staff and pupils to check how effective safeguarding arrangements are in the school.
- The inspectors considered pupils' response to Ofsted's online survey. The inspectors talked to pupils about their experiences at school. They also observed pupils' behaviour in lessons, in the breakfast club and during breaktimes.
- The inspectors considered the responses to Ofsted Parent View, including the free-text responses. They also considered the responses to Ofsted's online survey for staff.

### **Inspection team**

Julie Brown, lead inspector

Ofsted Inspector

Claire Hollister

Ofsted Inspector

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