

Inspection of Lever House Primary School

Bristol Avenue, Farington, Leyland, Lancashire PR25 4YR

Inspection dates: 28 and 29 March 2023

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?

From the moment children join the early years, the school's values of 'safe, positive, ambitious, respectful and kind' are interwoven in their day-to-day lives in all that they do. Pupils respond positively to the high expectations that staff promote, and typically behave and learn well.

Pupils are proud to attend this school. The positive, nurturing relationships between everyone make Lever House a happy place to learn in. Parents typically say that children 'always walk out of the gate happy and smiling'.

Staff look after pupils and make sure that they feel safe. Pupils appreciate being able to talk to staff if anything worries them. Pupils are polite, courteous and kind to each other and to adults. If bullying should occur, it is dealt with effectively.

Pupils are eager and inquisitive learners. They benefit from an ambitious curriculum that encourages them to be curious and excited about the world around them. They are proud of what they remember from previous lessons and want to know more.

Pupils are encouraged to be active citizens, for example by raising money for charity or by taking on responsibilities in school. This includes being a member of the school council or the eco-council. Pupils value these opportunities.

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

Leaders and governors make certain that all pupils have the best chance to succeed academically and thrive personally. Leaders have put together a broad curriculum that reflects their high aspirations and realises their vision. The curriculum meets the needs of pupils from the early years to Year 6, including those with special educational needs and/or disabilities (SEND). As a result, pupils achieve well.

In most subjects, the curriculum is well established and staff understand it. Leaders have thought carefully about what they want pupils to learn and in what order. They have ensured that the curriculum is planned so that pupils extend their vocabulary in each subject. Pupils have regular opportunities to revisit prior learning. Consequently, they can remember more over time.

In a small number of subjects, work to ensure that teachers are clear about the knowledge that pupils should learn is still being finalised. This means that, at times, teachers are less certain about what they should teach and the gains in knowledge that they should check. As a result, some pupils have small gaps in their understanding when learning something new.

Teachers and learning support assistants access high-quality professional development. They have strong subject knowledge across all curriculum subjects, and use this to explain new learning to pupils clearly. Teachers use a range of

assessment strategies well to check that pupils can recall prior learning and to identify which pupils need more help or guidance.

Leaders have a relentless focus on teaching pupils to read. They encourage all pupils to read regularly for pleasure. Pupils enjoy choosing inspiring and interesting texts from their class reading trees. A focus on reading is evident in every corner of the school.

Leaders make sure no time is wasted in teaching children to read in the early years. Reading routines are established in Reception and built on throughout key stage 1. Teachers plan progressive phonics lessons using the school's new programme. They receive regular training and have the expertise they need to teach phonics well. Teachers focus on supporting pupils to read fluently. This means that most pupils learn to read quickly. Pupils take home books that match the sounds they know. Staff check that pupils are on track with their reading. If pupils fall behind, they receive effective support to help them catch up.

Staff are relentlessly ambitious for every pupil, irrespective of need. They identify pupils' additional needs and use appropriate strategies to support pupils' learning. Teaching assistants support pupils well in all aspects of school life. Leaders work well with parents and external agencies to make sure that pupils with SEND get extra help when they need it.

Across the school, staff support pupils' behaviour well. Low-level disruption is very rare. This means that lessons are focused solely on learning. Pupils work hard, in a calm and focused learning environment. They persevere when they find things challenging.

Leaders prioritise pupils' personal development. They aim to help pupils become resilient and responsible citizens. They plan meaningful visits to places of interest, including residential trips. Staff encourage pupils to develop new talents and to live healthy lives. Much of this comes through a range of activities out of school and opportunities to learn outdoors. Pupils enjoy the opportunity to develop leadership skills and responsibility. Parents spoke highly of this aspect of school life.

Governors are committed to ensuring the school continues to improve. They provide an appropriate balance of support and challenge to leaders. Staff speak highly of the support leaders provide for them. This includes teachers who are at an early stage in their careers. Staff say that leaders consider their workload, for example by giving teachers time to plan their lessons together. Staff are proud to work at Lever House.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff recognise the importance of safeguarding pupils. They have put effective systems in place to help staff report concerns quickly. Any concerns are followed up robustly. Leaders work with outside agencies to ensure

that families receive support when it is needed. All staff receive regular training about what they should do if they have concerns.

Pupils learn about keeping themselves safe. Age-appropriate safeguarding themes run through the curriculum.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In one or two subjects, leaders are still finalising what they want pupils to learn and when some curriculum content should be learned. This means that, in these subjects, teachers are not as clear about how to design learning activities, and this leads to some pupils having gaps in their knowledge. Leaders should finalise their curriculum thinking in these subjects so that teachers are clear about what pupils should be learning and when this content should be taught.

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

Unique reference number	119305
Local authority	Lancashire
Inspection number	10256054
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	311
Appropriate authority	The governing body
Chair of governing body	Julia Moore
Headteacher	Emma Cooper
Website	www.leverhouse.net
Date of previous inspection	6 December 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not currently make use of alternative provision for any pupils.
- The governing body is responsible for before- and after-school provision at the school.

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 leaders and have taken that into account in their evaluation of the school.
- Inspectors completed deep dives in these subjects: early reading, mathematics, science, art and design and geography. They met with subject leaders, visited lessons, including in the early years, reviewed pupils' work and spoke with staff and pupils.

- Inspectors reviewed information about some other curriculum subjects and considered a range of information about pupils' personal, social and health education.
- Inspectors listened to some pupils read to familiar staff.
- Inspectors met with some parents and carers, considered correspondence from parents sent to Ofsted and reviewed responses to Ofsted Parent View, including the free-text comments.
- The lead inspector spoke with members of the local governing body, a representative of the local authority and the school adviser.
- Throughout the inspection, inspectors spoke with several groups of pupils, including pupils with SEND, to hear their views of their education as well as about behaviour and safety. Inspectors also reviewed pupils' responses to a survey by Ofsted.
- Inspectors spoke with groups of staff and considered responses from staff to an Ofsted survey.

Inspection team

James Blackwell, lead inspector	Ofsted Inspector
Peter Berry	Ofsted Inspector
John Hanley	Ofsted Inspector

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