

Inspection of Levendale Primary School

Mount Leven Road, Yarm, North Yorkshire TS15 9RJ

Inspection dates: 13 and 14 June 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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

The school's vision of 'Being the best we can be' is confidently lived out by all who are part of the Levendale family. Pupils have an enthusiasm for school that greets you when you enter the building. They feel safe, happy and enjoy coming to school.

Classrooms are calm and purposeful and there is clear mutual respect and trust between staff and pupils. Pupils consistently meet, and go beyond, the high expectations set in both their behaviour and their learning.

Pupils develop good friendships, are supportive of one another and display positive attitudes to learning. They understand about different types of bullying and know that if they have a worry or concern, there is always an adult they can talk to. One pupil confidently stated, 'Levendale is an amazing place to be.'

Leaders have developed positive relationships with parents and carers. Children in the early years show an enthusiasm for learning that enables them to thrive and flourish every day.

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

From the early years onwards, effective teaching enables pupils to know more and do more. Teachers check pupils' understanding and revisit what pupils have learned. In early reading and French, confident teaching and exciting activity choices capture pupils' enthusiasm for learning. This results in pupils' high performance and an eagerness to learn. However, this approach to teaching the school's curriculum is not currently embedded across all subjects, for example in history. This means that, in some subjects, pupils do not secure a good depth of knowledge. As a result, not all pupils are always fully engaged in their learning.

Leaders are already reviewing and adapting the curriculum. For example, they have recently introduced the 'Levendale goals'. This aims to enhance provision further by enabling pupils to develop a positive mindset and become independent, aspirational young people. Even so, further work is still needed so that the curriculum is equally well delivered in all subjects.

Leaders are determined that all pupils receive a broad and ambitious curriculum. Teachers adapt provision to ensure that pupils with special educational needs and/or disabilities can access the full curriculum. These pupils achieve well.

Leaders prioritise learning to read. Adults foster a love of reading from the moment children start in Nursery. They quickly introduce children to nursery rhymes, songs and stories. The prevalence of books stimulates a love of reading. From Reception Year, pupils are taught letter sounds and words in a structured, planned sequence through the school's phonics programme. As pupils develop their phonic knowledge, they are provided with books that carefully match the sounds that they know. Consequently, pupils quickly gain the knowledge and skills to become confident,

fluent readers. Those who struggle with learning to read are swiftly identified. Extra support is put in place to enable them to catch up quickly.

Children get off to a good start in the early years. The early years environment is welcoming. Adults create rich and varied learning opportunities. Children explore the provision with curiosity. High expectations help children to thrive. By the end of Reception, children achieve highly.

The school's mantra of 'Be Safe, Be Ready, Be Respectful' is embedded within the life of the school. Pupils talk about it with conviction and understanding. Consequently, behaviour is a strength. Through assemblies and the school's personal, social and health education (PSHE) curriculum, pupils learn about relationships, tolerance and understanding, inclusion and diversity. Pupils' knowledge around fundamental British values, in particular individual liberty, however, is not fully developed. The school's accreditation as a Rights Respecting School, along with the work of the school's active Parent Teacher Association, further supports pupils' personal development. A wide range of extra-curricular clubs are also on offer, including football, athletics, choir and music tuition.

All leaders, including members of the trust and governing body, share the same vision and ambition. Trust personnel and governors play an active part in school life. They carry out their roles effectively by setting the strategic vision and holding leaders to account. Staff are supportive of one another and feel that leaders are considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including governors, have received up-to-date training so they are aware of all the procedures in place to keep pupils safe. They receive regular safeguarding updates from the designated safeguarding lead. Any concerns raised are addressed in a timely manner, liaising with external agencies if necessary. Appropriate procedures are in place to ensure that the right staff are recruited to the school. Leaders ensure that pupils are taught about how to keep safe, for example through PSHE lessons and assemblies. There is a clear priority around safeguarding.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of the curriculum is more embedded in some subjects than it is in others. This results in inconsistencies in how well subjects are taught by teachers. In some subjects, such as history, teaching does not enable pupils to learn subject content in as much depth as they could. Leaders should ensure that the curriculum is well taught in all subjects, that teachers are confident to deliver the curriculum effectively and that pupils are fully engaged in their learning.

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	146394
Local authority	Stockton-on-Tees
Inspection number	10268135
Type of school	Primary
School category	Academy Converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	Board of trustees
Chair of trust	Eileen Martin
Headteacher	Joanne Lewis
Website	www.levendale.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Levendale Primary School joined the 1590 Trust in April 2019.
- The school does not use any alternative provision.

Information about this inspection

The inspector(s) 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 the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, French and history. Inspectors spoke to leaders about the curriculum and met with teachers from the lessons visited. Inspectors looked at pupils' work and spoke to pupils about the curriculum, behaviour and what it is like to attend this school.
- Inspectors looked at curriculum documents from a range of subjects.

- Inspectors listened to a range of pupils read from different year groups.
- Inspectors met with the special educational needs coordinator, members of the governing body, the chief executive officer and trustees.
- Inspectors looked at the single central record and spoke to leaders, teachers, governors and pupils about safeguarding.
- Inspectors spoke to early career teachers and their mentors.
- Inspectors spoke to parents and observed pupils at break and lunchtime.
- Inspectors considered the responses made by parents to Parent View, Ofsted's online questionnaire, including any free-text responses. Inspectors also considered the responses to Ofsted's online staff questionnaire.

Inspection team

Lynn Chambers, lead inspector

Ofsted Inspector

Jo Heaton

Ofsted Inspector

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