

Inspection of Lady Elizabeth Hastings' C of E VA Primary School, Thorp Arch

Dowkell Lane, Thorp Arch, Wetherby, West Yorkshire LS23 7AQ

Inspection dates: 16 and 17 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Requires improvement

What is it like to attend this school?

The school has high expectations for what pupils will learn. These are realised. Pupils are safe, happy and achieve well. Relationships between adults and pupils are nurturing. The school ensures pupils have specific adults they can go to if they have any concerns or worries.

Pupils are supported to understand and regulate their emotions. This is effective and pupils behave very well in lessons. Classrooms, from the early years to Year 6, are calm and purposeful learning environments. At breaktimes, older pupils care for younger pupils. These interactions are nurturing, reflecting the qualities modelled to pupils by adults.

Pupils have a deep and rich understanding of the world around them. They enjoy a high-quality personal development curriculum. In most subjects, the school ensures they rapidly identify and close any gaps in pupils' knowledge. Alongside this, pupils thrive in a range of exciting extra-curricular activities. They play sports and learn instruments. Forest school also skilfully promotes pupils' spiritual and moral development. It does this through expertly planned and sequenced learning.

Pupils make an impressive contribution to society. They raise money for a range of charities. For instance, they carry a mattress around the school field. This raises awareness of the lack of beds for people in poverty.

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

The school prioritises learning to read. Phonics lessons are well sequenced. Staff access regular training and support, which enables them to follow the phonics approach with fidelity. Pupils quickly learn the sounds that they need to begin to learn to read. Pupils read books that match their current phonics knowledge. This helps them to develop into confident readers. Any pupils at risk of falling behind access extra sessions. This intervention is highly effective and helps pupils to remember sounds and read them in words.

The school has implemented a new broad and balanced curriculum. Leaders have thought carefully about what they want pupils to learn in each subject. This supports all pupils, including pupils with special educational needs and/or disabilities (SEND), to progress well through the curriculum from the early years through to Year 6. Leaders check what is being taught in lessons regularly. This ensures that any staff training needs are successfully addressed. However, in a small number of foundation subjects, assessments in lessons are not checking what pupils learn precisely enough. As a result, the school is not able to consistently identify and address gaps in learning. In these subjects, pupils are not benefiting from the curriculum as much as they could be.

Early years provision at the school is exceptional. The curriculum is carefully considered so that it aligns to children's development needs. Adults introduce

activities carefully to model learning and support children's understanding. These activities are then embedded in the learning environment. Here, children can rehearse and develop further confidence and accuracy in a highly meaningful way. The school actively involves parents in the children's learning. This includes providing parents with information to help support children's learning at home. Children in early years are extremely well-prepared to confidently make their next steps in education.

The personal development offer in the school is of an exceptionally high quality. Staff systematically revisit and build on pupils' understanding each year. As a result, pupils have a deep understanding across a range of important areas. This includes having clear and precise knowledge about gender stereotypes and equality. For example, pupils in Year 6 share expert views on individual freedom to wear clothes that best represent them. The taught curriculum includes fundamental British values. This is effective and pupils have a detailed grasp of elements such as democracy. The school enhances pupils' understanding by expertly weaving British values into their daily school life. Leaders are adept at monitoring the personal development offer and addressing any gaps. This means that pupils' understanding is consistently and effectively realised at an age-appropriate level.

Over recent years, there has been some turbulence in staffing. Leaders have not let this prevent them from improving the school. They have ensured that staff and parents are informed during this period of transition. This has been done skilfully and effectively by school leaders. Staff are incredibly happy working at the school. They state their well-being and workload is always considered. Parents and carers are overwhelmingly positive about the school. Typical comments include, 'It is a privilege to be able to send our children to such a caring and supportive school. Our children are thriving.'

Governance at the school is very effective. Governors have the skills and expertise to fulfil their roles well. They ensure they have an accurate picture of the school through robust systems of checking and quality assurance. Governors provide appropriate challenge and support to school leaders. There is a clearly positive impact from governors' actions.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessments in some foundation subjects are not providing the school with precise information on pupils' learning. As a result, the school is not able to ensure the curriculum is implemented as consistently as it could be. Leaders

should refine how they monitor curriculum impact so that their high ambitions can be realised across all subjects.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	108010
Local authority	Leeds
Inspection number	10340033
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	113
Appropriate authority	The governing body
Chair of governing body	Erica Swales
Headteacher	Katie Barnett
Website	www.ladyhastings-thorparch.leeds.sch.uk
Dates of previous inspection	15 and 16 June 2022, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of York. The last section 48 inspection took place in October 2022. The next section 48 inspection is due to take place in October 2030.
- The school has a breakfast club.
- The school make use of one unregistered alternative provider of education.

Information about this inspection

Inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and members of the senior leadership team.

- Inspectors met with representatives of the governing body, a representative of the diocese and a representative of the local authority.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, listened to pupils' read, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.
- Inspectors considered the responses to Ofsted's surveys for pupils, staff and parents. This included any free-text responses.

Inspection team

Andrew Yeomans, lead inspector	Ofsted Inspector
Helen Lane	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024