

Lea Neeld's Endowed Church of England Primary School

Lea Road, Preston, Lancashire PR4 0RA

Inspection dates

28 February – 1 March 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching is not strong enough over time to make sure that all pupils, including the most able, achieve as much as they should. Not all pupils do well in mathematics or science.
- As at the time of the previous inspection, not enough pupils use grammar and punctuation well in their writing.
- Some pupils' knowledge of different cultures, and religions other than Christianity, is patchy or confused.
- The school website does not contain all required information.
- Leaders' reviews of the school, for example in science and geography, are not always thorough enough to move the school forward quickly.
- Not enough help given by leaders to teachers is precise about how teaching should improve or how success will be assured.
- Due to significant changes in staffing, the headteacher has needed to take on too many additional roles and responsibilities. As a result, the role of middle leaders is underdeveloped. They do not fully understand the school's work.

The school has the following strengths

- Children and pupils are developing a clear understanding of the Christian faith. They respect that other people may hold different views to themselves. Pupils care about one another and their school.
- The new headteacher makes sure that the quality of care and protection for pupils is high.
- Support within classes for pupils who have special educational needs and/or disabilities is helping pupils to learn successfully.
- Teamwork between staff has been re-established quickly and successfully by the new headteacher. Staff use assessments of pupils increasingly well to inform their teaching.
- Children in the early years at the school have a good start to their education. They develop much confidence, enthusiasm for learning and skills in reading, writing and problem-solving. Children learn quickly to behave and help one another to learn. Leaders have a clear understanding of how to improve their work.

Full report

What does the school need to do to improve further?

- Improve teaching and its impact on pupils' achievement by:
 - making sure that all pupils use grammar and punctuation confidently and accurately in their work
 - helping pupils to have a well-developed understanding of the culture and faiths of different people and communities
 - challenging pupils, including the most able, to master the knowledge, understanding and skills in mathematics and science
 - making sure that the quality of teaching is consistently strong across the school, including in geography and science
 - strengthening leaders' as well as their staff's understanding of mathematics and its teaching.
- Improve the effectiveness of leadership and management by:
 - reviewing the quality of teaching and learning in science and geography more precisely and identifying more quickly what needs to improve
 - developing the roles and influence of middle leaders to help coordinate and strengthen the work of the school
 - sharpening the feedback and targets given by leaders to staff about how to improve their teaching
 - building on the good improvements made to the school website by making sure that all required information is published.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Due to much upheaval in staffing arrangements over the past 18 months, far too many responsibilities for improving the school have rested on the shoulders of the new headteacher. This has held the school back from improving as much as needed at a time of huge change for all schools.
- The appointment of the acting deputy headteacher in late 2016 has brought much additional strength to the work of the school. However, the frequent turnover of staff and the scale of the changes needed have affected the quality of education the school provides. Clear plans and actions are being followed to make sure that the staffing of the school is settled as soon as possible.
- Leaders are not always clear about the impact of recent improvements to mathematics teaching on pupils' learning, for example in Year 4 or in the early years.
- Leaders' checks on the work of staff across classes are regular, but the identified next steps are not always precise enough to help teachers know what needs to improve. Performance targets set for staff about their teaching are not always clear enough for teachers or leaders to be certain that improvement is being achieved.
- The role of middle leaders is at an early stage of development. The school does not review science and geography comprehensively enough to identify all the issues that affect pupils' achievement, nor what more the school must do to improve.
- Pupils enjoy learning and are achieving across a wider range of activities. These include the celebration of Roald Dahl's 100th birthday and school trips to learn about the Anglo-Saxons. Pupils enjoy attending the separately registered breakfast and after-school club. The content and organisation of subjects is particularly successful in developing pupils' understanding of tolerance and in contributing to pupils' good moral and social development. However, pupils' understanding of other faiths and cultures is not developed fully enough.
- Parents and carers are well informed about school life through regular newsletters from the headteacher and from individual classes. The headteacher has also revised the school website to provide an extensive range of information for parents. Nevertheless, some required information is missing from the school website, particularly about the curriculum.
- The school uses additional funding it receives to support disadvantaged pupils and promote sport and physical education carefully. Funding is spent well to support pupils' emotions and enhance their attitudes to learning. Pupils have greater enthusiasm and skill in sport as a result of the wider range of team games taught by a sports apprentice.
- Funding for special educational needs and/or disabilities is spent carefully, for example to provide extra help for pupils, improve the assessment of pupils' needs or to extend links with experts from outside of the school.

Governance of the school

- The quality of governance is improving steadily over time, because governors are keen to give the school as much assistance as possible to improve. They have a good understanding of what the school does well and where further actions are needed. Governors are increasingly giving helpful support and challenge to the headteacher about improvement. They are visiting the school and meeting with staff more and more to check out what they are told and what they read. They keep a close eye on school finance and make sure that the school budget is planned and spent carefully.

Safeguarding

- The arrangements for safeguarding are effective.
- The new headteacher and staff actively seek conversations with parents and pupils each day on the playground. This enables the school to hear quickly about any concerns. Staff in the school office engage ably with all visitors and have a good understanding of their role in keeping pupils safe.
- The school met requirements for safeguarding pupils at the previous inspection. Nonetheless, the new headteacher has reviewed and strengthened many arrangements in the school for protecting pupils, families and staff. Consequently, safeguarding arrangements are strong and reviewed and improved regularly.
- Staff know what comments, injuries or behaviour might suggest pupils are at risk. Staff know what to do if they are concerned about any pupil or adult. Links with the local authority in support of pupils and families are prompt, appropriate and recorded properly.
- Staff are trained well in safeguarding. They meet regularly to discuss the care and protection of pupils and to refresh their understanding of key safeguarding issues, for example how to respond to sexting.
- Staff, leaders and governors have a good understanding of their responsibilities for safeguarding pupils, for example in how pupils access the internet while at school. Pupils benefit from regular opportunities to learn about safe use of the internet through regular events at school. Recently, some pupils developed a presentation about internet safety. Once approved by leaders, the information was shared successfully by pupils, by presenting to each class from Reception to Year 6.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching over time across classes and subjects is not strong enough to help all pupils become as skilful and knowledgeable as they need to be. The headteacher has faced many challenges in establishing a permanent team of staff and leaders who are best suited to working at Lea Neeld's. Improvements in teaching brought about by leaders are not making enough difference to some pupils' learning.
- Some pupils are not taught geography even when it is a planned, agreed part of their learning. Other pupils have started to learn geography through well-planned, active

investigations, for example in how to use maps. However, too much attention is given to linking subjects together rather than making sure that enough geography is taught and then strengthened through pupils' recorded work.

- Leaders and staff have made mathematics a key priority for improvement within the school. As a result, current teaching in mathematics has some strengths and the overall quality is beginning to improve, for example, in giving pupils more opportunities to solve problems. Nevertheless, most-able pupils, including the disadvantaged most-able, are not being given enough challenge in mathematics. Some pupils do not engage well in class activities. Not enough pupils spoken with say that they enjoy mathematics.
- Challenges set for pupils, including the most able, in some science activities are not demanding and do not focus sufficiently on developing their scientific skills and knowledge.
- The teaching of reading is improving across the school. Pupils are learning to read through carefully planned groups with adults. Extra help is increasingly being provided where required. Pupils are becoming skilled, enthusiastic readers. The teaching of phonics in the school has also improved well in the school. Nevertheless, a minority of staff make mistakes when they enunciate the sounds that letters make.
- In English, staff and leaders place a big focus on promoting pupils' enthusiasm and ability to express their ideas in writing. Much thought is given to teaching pupils to write for a variety of purposes. However, over time, staff have not established a consistent and successful approach to teaching pupils grammar and punctuation. Recent changes have been established to improve this issue but it is too soon to judge the impact.
- Where teaching is strongest in the school, teachers and teaching assistants are working together closely. They have a shared understanding of what is to be taught. They know how to ask thoughtful questions of pupils to support and extend learning. Assessments of pupils are used carefully by staff within activities and over time to amend and improve support for pupils.
- Because of their positive attitudes about school, pupils arrive at classrooms promptly. They are keen to learn. They enjoy the many opportunities for learning in the school's well-developed outdoor area. In completing their work across subjects, pupils benefit from helpful feedback from staff, which is given in line with school policy.
- Across classrooms and corridors, staff celebrate pupils' work through attractive displays. Information is displayed thoughtfully to assist pupils understanding of key concepts across subjects. Such displays are used helpfully by staff in teaching pupils.
- Homework is set frequently and in line with school policy, although some parents would like even more homework for their children. Staff place a keen emphasis on reading books being shared at home. Where they anticipate that pupils may forget to bring their reading folder back to school, staff make sure that additional copies of books are readily available.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff make it a priority to encourage pupils and to help them to feel positive about themselves and their lives. As a result, pupils have good self-awareness.
- Pupils who spoke to the inspector say that they feel safe, enjoy school and are listened to. They have a clear understanding of how to stay safe when meeting strangers or travelling on or near roads. They have a strong knowledge of how to use the internet and social media safely.
- Pupils understand what behaviour, including that online, might constitute bullying. They say that bullying within school is rare and, should it happen, is addressed successfully by staff and leaders. This view is supported by almost all parents.
- The school makes additionally sure that pupils are safe by checking that no personal mobile phones are accessible during the school day.
- Pupils understand that people have a right to freedom of views. When hearing of issues facing friends in a linked school in The Gambia, pupils from Lea Neeld's sent letters of encouragement. A typical pupil comment was that they hoped that pupils would be 'free to believe in what they wanted to believe'.
- The school promotes its Christian faith very successfully. Pupils have a strong understanding of the symbols, festivals and values of Christianity. However, their understanding of the faiths and culture of other people is not well developed and at times is confused.

Behaviour

- The behaviour of pupils is good. Leaders and staff work successfully to set clear expectations for pupils' behaviour throughout the school. Individual pupils or classes who find managing their own feelings and behaviour difficult are given lots of helpful support from well-trained staff. As a result, pupils respond positively to staff and are polite.
- Pupils look after their school. They respect their attractive classrooms and do what they can to keep the school tidy.
- Pupils are confident and self-disciplined when in corridors, the dining hall and moving between the indoors and outdoors.
- While the overall figures for pupils' attendance at school are average, a small number of pupils do not have good attendance. Some pupils are persistently absent. The headteacher is taking prompt action to work closely with the individual families concerned. These efforts are resulting in good improvements in pupil attendance. The headteacher is linking well with the local authority to address this matter further.

Outcomes for pupils

Requires improvement

- Over recent years, pupils' achievement in different year groups across the school has varied. The turbulence in staffing levels and inconsistencies in the quality of teaching have affected pupils' attainment and progress so that some do not achieve as well as they should.
- Pupils now express their ideas more fully and skilfully when writing for different audiences in their English work. Their attainment and progress in writing at the end of key stage 2 is average. However, pupils' ability to use punctuation and grammar with precise accuracy remains a priority for improvement. This was also the case at the time of the previous school inspection in 2013. School information indicates that less than half of the Year 6 pupils are on track to reach the expected standard in grammar and punctuation in 2017.
- The achievement of Year 6 pupils in mathematics in 2016 was poor, particularly for girls. Leaders identified that pupils in Year 3 were also not doing as well as they should in mathematics. However, leaders are unclear if pupils currently in Year 4 are now catching up in their learning. Not enough current pupils in Year 6 are doing well in their mathematics skills. Several pupils across key stage 2 with whom the inspector spoke are not enjoying mathematics. Some pupils say their mathematics is too easy for them.
- In 2016, the progress and attainment of pupils in reading in Year 6 was broadly average.
- Not all pupils are doing well in science across the school.
- In key stage 1 in 2016, pupils' attainment in reading, writing and mathematics was broadly average. However, none of the less able readers caught up with their peers.
- The progress made by the most able pupils across subjects is average but weaknesses in teaching are holding them back from achieving even more.
- Year 1 pupils' skills in reading unfamiliar words in the phonics screening check is above average in each of the last three years. The proportion of disadvantaged pupils reaching the required standard has improved each year to now broadly average. This reflects the recently improved teaching of phonics in the school.
- The small number of disadvantaged pupils in the school means that the proportion of pupils varies between year groups. Nevertheless, their achievement overall is average. There is evidence to suggest that the difference between disadvantaged pupils and other pupils nationally is beginning to diminish further.
- Pupils who have special educational needs and/or disabilities are developing well from their low starting points. Pupils' strengths in some subjects, for example reading, are used to the full by staff to help pupils feel a sense of achievement.
- Across classes, pupils develop strong skills in teamwork, collaboration and independence that will assist them in their later learning at secondary school.

Early years provision

Good

- Staff assess children's needs carefully and make good links with pre-schools and with parents. Teachers and teaching assistants know children well. Assessment information is used carefully to plan for children's individual needs and to make learning relevant and interesting.
- Staff in the early years keep a close eye on safety and have a good understanding of safeguarding children.
- The Reception classroom is resourced and organised carefully. It is an attractive, happy place to learn with and from other children and adults.
- Relationships between staff, children and parents are very positive. Parents say that they are well informed about their child's progress.
- The quality of teaching over time is good. Children achieve well in the early years and are developing many of the key skills they need, including for their later learning in Year 1. Children are becoming confident investigators who love to read and write. Staff value their efforts and help children to become self-confident and able to control their own behaviour. Through a close focus on physical development, children become confident at climbing, balancing and coordinating their movements.
- The work of the Reception class team is led successfully by the class teacher, who has a clear understanding of where teaching is strongest and where even more can be achieved, for example in the teaching of mathematics.
- Training impacts well on the work of staff. Links with other schools are used successfully to help staff understand different ways of working. For example, the outdoor area has been reorganised thoughtfully and staff make good use of the extra learning opportunities available for children outdoors.

School details

Unique reference number	119567
Local authority	Lancashire
Inspection number	10024334

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	141
Appropriate authority	The governing body
Chair	Andrew Hird
Headteacher	Catherine Seagrave
Telephone number	01772 729 880
Website	www.leacofe.lancs.sch.uk
Email address	head@leacofe.lancs.sch.uk
Date of previous inspection	17–18 April 2013

Information about this school

- Lea Neeld's is smaller than the average-sized primary school.
- The headteacher is new in post since the previous inspection. Some other staff have joined the school recently.
- The large majority of pupils are White British.
- The proportion of pupils supported through the government's pupil premium funding is below average.
- The proportion of pupils who have special educational needs and/or disabilities is average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is below average.

- The school meets the government's floor standards, which set the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school does not meet requirements on the publication of information about the school curriculum, governance, pupil premium or physical education and sports funding on its website.
- A separately registered breakfast and after-school club, 'Schools Out', operates on-site. The provision was not part of this inspection.

Information about this inspection

- The inspector observed teaching jointly with the headteacher across classes and talked with pupils about their learning.
- The inspector looked at a sample of pupils' work with the headteacher. He also heard some pupils read.
- The inspector spoke with parents as they brought their children to school and considered 11 responses from parents to the online Ofsted questionnaire, Parent View.
- The inspector held a meeting with nine pupils chosen at random from Years 1 to 6 and considered 21 pupil responses to an Ofsted online survey.
- The inspector considered a range of information, including: reviews of how well the school is doing; targets for teachers; plans for the future; records of checks made of staff suitability to work with pupils; and the school's own reviews of the quality of teaching.
- The inspector met with three members of the governing body including the chair, a range of staff and with a representative from Lancashire local authority.
- The inspector reviewed responses from 18 staff to an Ofsted online survey.

Inspection team

Tim Vaughan, lead inspector

Her Majesty's Inspector

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