

Inspection of Lea Neeld's Endowed Church of England Primary School

Lea Road, Preston, Lancashire PR4 0RA

Inspection dates:	1 and 2 October 2024
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?

Pupils are happy at this welcoming school. They have positive relationships with staff and each other. Pupils appreciate how well cared for they are by kind and nurturing staff. This helps pupils to feel safe in school.

The school's motto, 'let everyone shine,' is brought to life daily. Pupils feel valued and accepted. They are supported to achieve their personal best. Pupils are taught the importance of kindness and respect and demonstrate these values every day.

The school has high expectations for pupils' achievement. This includes pupils with special educational needs and/or disabilities (SEND). Pupils are positive about school and their learning. Typically, they achieve well across a broad range of subjects. Year 6 pupils are well prepared for their secondary education.

Most pupils conduct themselves well in lessons and at playtimes. They enjoy the praise and rewards that they receive for behaving well and following the school's rules.

Pupils are proud of the positive contribution that they make to school life. They speak enthusiastically about the many responsibilities that they enjoy. These responsibilities include taking on roles such as 'buddies' for children in reception and worship monitors. Pupils value the opportunities that they have to raise funds for local and national charities.

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

The school has worked effectively to secure improvements to the quality of the curriculum since the last inspection. These developments to the curriculum have ensured that staff in key stages 1 and 2 have greater clarity about the important learning that they need to focus on with their class. This is similar in the early years, where the curriculum, in many areas of learning, outlines the essential knowledge that children should learn in readiness for key stage 1.

Staff have benefited from curriculum training in recent times. In the main, they choose appropriate resources, activities and questions to help pupils to learn. Most staff explain new concepts with clarity and use a range of strategies to check on pupils' understanding.

The school has recently established systems for checking and evaluating the delivery of the curriculum. However, in a small number of subjects, the school does not use these systems as effectively as it could. Consequently, the school sometimes does not identify, or address, the most important issues with how some curriculum content is delivered. On occasions, the curriculum is not delivered as intended and pupils' learning is hindered.

Reading is at the heart of the school's curriculum. Pupils benefit from reading a wide range of interesting books that are well matched to the sounds that they already know. Staff receive training so that they deliver the phonics programme effectively. Staff routinely check pupils' phonics knowledge and ensure that less confident readers receive

the support that they need to catch up quickly. As a result, many pupils develop into confident and fluent readers in readiness for key stage 2.

There are effective processes to identify the additional needs of pupils with SEND. These pupils are well supported to follow the curriculum alongside their peers. In the main, staff make appropriate adaptations to their curriculum delivery to ensure that pupils with SEND achieve well.

The school maintains a strong focus on securing pupils' regular attendance. When absence rates increase, the school works closely with families to successfully bring about improvements.

Most pupils behave sensibly in and around school. They are supported to play cooperatively and to be considerate towards others. In the main, staff respond quickly when pupils forget to be kind or need guidance, so that unwanted behaviour is addressed effectively. Nevertheless, some staff are not confident in supporting pupils who need help to follow classroom rules and routines. This means that, on occasions, particularly in key stage 1, low-level disruption is not addressed consistently well. Learning is interrupted at times. This prevents some children and pupils from learning all that they should.

The school has thought carefully about pupils' wider development. Pupils know how to keep themselves safe, including when they are online. They learn about the differences between people, including different religions and faiths. They are respectful towards others who may have different beliefs, cultures or backgrounds. They are well prepared to grow up in modern Britain.

Staff are happy and proud to work at this school. The school is considerate of their workload and well-being. Governors support the school well. They have a range of skills that allow them to understand the school and support its development. Governors are well informed about the school curriculum.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the school is not effective at evaluating the delivery and impact of the curriculum. This means that some weaknesses are not identified and acted on in a timely manner. In turn, this hinders pupils' achievement in these subjects. The school should ensure that it gathers and evaluates monitoring information effectively so that it can quickly address any shortcomings in subject curriculums.
- A small number of pupils struggle to regulate their behaviour in class. On occasions, they disrupt the learning of others. The school should ensure that staff are well

equipped to support these pupils so that they, and other pupils, can learn all that they should.

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 special educational needs and/or disabilities (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	119567
Local authority	Lancashire
Inspection number	10348191
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 of governing body	Lisa Gregoire-Parker
Headteacher	Catherine Seagrave
Website	www.leacofe.lancs.sch.uk
Dates of previous inspection	18 and 19 June 2019, under section 5 of the Education Act 2005

Information about this school

- This Church of England school is within the Diocese of Blackburn. The most recent section 48 inspection, for schools of a religious character, took place in March 2020. The next section 48 inspection is due from September 2025.
- The school does not currently make use of any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

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

- 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 met with the headteacher and with other school leaders.
- The lead inspector met with governors, including the chair of governors, and spoke with representatives of the local authority and of the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector also observed some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors discussed the curriculum in some other subjects. They spoke with pupils about their learning in some of these subjects and looked at samples of their work.
- To evaluate the effectiveness of safeguarding, the 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 observed pupils' behaviour during lessons and at breaktimes.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors reviewed a range of documents, including leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' behaviour and attendance.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also spoke with some parents during the inspection.
- Inspectors reviewed the responses to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils.

Inspection team

Victoria Burnside, lead inspector

His Majesty's Inspector

Kathryn Pym

Ofsted Inspector

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