

Inspection of Lostock Hall Community Primary School

Linden Drive, Lostock Hall, Preston, Lancashire PR5 5AS

Inspection dates: 8 and 9 May 2024

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	Outstanding

This school was last inspected under section 5 of the Education Act 2005 10 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils are happy at this welcoming school. The school is ambitious for pupils, including for those with special educational needs and/or disabilities (SEND). Pupils strive to meet the school's vision of being the best that they can be by making the most of the learning opportunities provided for them. Pupils build their confidence and self-esteem through positive relationships with staff. Many pupils, including those with SEND, achieve well across the curriculum.

The school has high expectations for pupils' behaviour. Most pupils across the school, including children in the early years, behave well. This means that they can get on with their learning without disruption. Those pupils who need extra support in managing their emotions are supported well by staff.

Pupils benefit from the range of clubs available to them. These include different sporting activities, such as crown green bowling, yoga and cricket. The school ensures that many pupils, including those who are disadvantaged, benefit from these clubs. Pupils value the range of leadership opportunities that are available to them. These could include being a school councillor, a head pupil, or a member of the school magazine team. Such opportunities build pupils' understanding of responsibility.

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

From the Nursery Year through to Year 6, the school has carefully considered the important knowledge that pupils should learn across the majority of the curriculum. It provides teachers with information about what pupils should have learned in previous year groups. In the main, teachers use this information well to identify and address any gaps in knowledge that pupils may have, before moving on to new learning. Most teachers design learning opportunities that effectively build on what pupils already know. Across many subjects, pupils are well prepared for the next stage of education.

The school has effective systems in place to identify the additional needs of pupils with SEND. Staff provide carefully considered support and resources which help pupils with SEND to access the curriculum and to progress well through it.

In a small number of subjects, some teachers do not have the subject knowledge that they need to be able to deliver the curriculum effectively. This leads to some aspects of the curriculum not being taught in sufficient detail. As a result, some pupils' learning is insecure.

In one or two subjects, the school has not set out the important knowledge that pupils should learn. This makes it difficult for teachers to know what knowledge to prioritise when designing lessons. Consequently, in these subjects, some pupils have gaps in their knowledge and do not achieve as well as they could.

The school places a high priority on the teaching of phonics. Well-trained staff teach the school's phonics programme consistently. They carefully check for any gaps in pupils' phonics knowledge. Timely extra support addresses these gaps and helps pupils to keep up with their classmates.

Children begin to develop a love of books in the early years. They know and enjoy a range of stories, rhymes and songs. As pupils begin to read books, the school ensures that these closely match the sounds that they have learned. Pupils use effective strategies to read unfamiliar words. This helps them to experience the pleasure that comes from reading a book. Many pupils become fluent readers by the end of key stage 1.

There is a calm and purposeful atmosphere around the school. Pupils are attentive in class. Children in the early years quickly learn the class rules and routines. They cooperate well with one another. Staff in the early years skilfully help children to develop their resilience. Pupils have superb attendance at school. The school's attendance systems and procedures are highly effective. Any concerns about pupils' attendance are swiftly picked up and addressed at an early stage.

Pupils experience many opportunities to enhance their personal development. For example, they understand how to keep themselves safe online. Pupils understand the importance of having a healthy diet. They know that too much sugar can cause tooth decay. Pupils take part in regular outdoor learning, which helps them to develop their teamwork and problem-solving skills. In the early years, children are encouraged to eat healthily. At snack time, they eat fruit and vegetables. These children learn how to become increasingly independent, such as putting their coats on by themselves.

Governors have a clear understanding of the school's strengths and priorities for further improvement. They provide effective support and challenge linked to the quality of education. Staff are proud to work at the school. They are highly positive about what the school has done to support their workload and well-being. This includes leaders minimising any unnecessary paperwork and staff having access to external well-being support.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In one or two subjects, the school has not finalised its curriculum thinking. This hinders teachers from designing learning that helps pupils to build up a deep body of knowledge. The school should ensure that it finalises its curriculum

thinking so that it is clear what pupils should learn and when this knowledge should be taught.

- In a small number of subjects, some teachers do not have the subject knowledge that they need to teach the intended curriculum effectively. As a result, pupils have gaps in their knowledge. These gaps hinder pupils' ability to make sense of new learning and they do not achieve as well as they could. In these subjects, the school should ensure that teachers have the knowledge that they need to effectively teach the curriculum so that pupils achieve well.

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	119159
Local authority	Lancashire
Inspection number	10337656
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	425
Appropriate authority	The governing body
Chair of governing body	Joanne Leach
Headteacher	Laura Webb
Website	www.lostockhallcps.co.uk
Dates of previous inspection	20 and 21 June 2013, under section 5 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

Information about this inspection

The 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and took this into account in their evaluation.
- The inspectors completed deep dives in the following subjects: early reading, mathematics, art and design, physical education and science. As part of the deep dives, the inspectors met with subject leaders to discuss the curriculum, visited lessons, met with teachers and looked at pupils' work. The inspectors also looked

at the curriculum and pupils' work in some other subjects. The lead inspector observed some pupils read to a familiar adult.

- The inspectors spoke with the headteacher, other school leaders and members of staff.
- The lead inspector spoke with members of the governing body, including the chair of governors. He also spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They also considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons. They spoke with groups of pupils about their experiences at school. They also considered the views of pupils shared through Ofsted's online pupil survey.
- The inspectors spoke with staff about their workload and well-being. They also considered the views of staff shared through Ofsted's online staff survey.
- The inspectors spoke with some parents and carers. They considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

David Robinson, lead inspector	His Majesty's Inspector
Annie Douglas	Ofsted Inspector
Elliot Costas-Walker	Ofsted Inspector

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