

Inspection of a good school: Treales Church of England Primary School

Church Road, Treales, Near Kirkham, Preston, Lancashire PR4 3SH

Inspection date:

25 November 2021

Outcome

Treales Church of England Primary School continues to be a good school.

What is it like to attend this school?

Leaders place pupils at the heart of this small village school. Pupils said that their school is a happy place to learn where everyone is friendly. They spoke excitedly about their learning. Pupils told inspectors that teachers make learning activities interesting and fun.

Pupils are encouraged to flourish in this nurturing environment. The pupils that inspectors spoke with said that they feel safe and secure in school. They know who to talk to if they have a worry, and they trust adults to help them.

Staff have high expectations of all pupils' learning and behaviour. This includes pupils with special educational needs and/or disabilities (SEND). They expect every pupil to achieve well and are successful at making this happen. The many parents and carers that gave their views agree. As one parent said, 'Teachers help my child to thrive.'

Pupils behave well in lessons and around the school. They work well together and are interested in each other's point of view. Pupils know how to spot bullying. If it ever does occur, adults act to stop it straight away.

Pupils benefit from the very positive relationships between parents and school staff, and from the strong links with the local church and wider community. For example, pupils play an active part in the local church worship group.

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

Leaders and governors have a clear vision for this school. The headteacher has established a strong and cohesive team of staff. Every adult plays their part in helping pupils to achieve their best.

Leaders and governors know the school well. They have an accurate understanding of the school's strengths, and what actions to take to make the quality of education even better for pupils.

Leaders have thought carefully about their curriculum plans. Curriculum plans, including those in the early years, identify the essential knowledge, understanding and skills that pupils need to learn. Teachers use these plans well to prepare appropriate learning activities. Leaders' chosen approach to delivering the curriculum ensures that pupils cover subject content in sufficient depth. Pupils, including children in the early years, progress confidently through the curriculum. Pupils are well prepared for the next stages in their education, and for life in modern Britain.

Teachers' enthusiasm for the curriculum motivates pupils, who said that they love the way teachers make their learning exciting. Teachers explain things clearly. They help pupils to remember important information and to make connections between different concepts and topics. Teachers are knowledgeable about most of the subjects that they teach. They provide regular opportunities to revisit and recap important learning. However, in a very small number of subjects, teachers' subject knowledge is not quite as strong. Even so, children in the early years and pupils across the school achieve well.

Reading is extremely important in this school. The school has a rich and varied supply of appropriate books. Regular story times and book areas in all classes promote pupils' love of reading. Pupils said that reading 'teaches you about life' and that it 'helps you feel calm'.

As soon as they start in the Reception class, children successfully learn letters and sounds through thoughtfully planned listening activities. Most adults in the early years, and in key stage 1, use their specialist knowledge of the teaching of early reading to great effect. However, a small number of adults are not quite as confident as they could be in the teaching of early reading. Despite this, most pupils can read with fluency and confidence by the time that they leave Year 2.

Leaders and teachers support pupils well. Teachers are quick to notice and to help if a pupil is struggling. From the youngest to the oldest, adults know the children and pupils very well and give them the right help to thrive. Pupils who are disadvantaged and/or with SEND have their needs met successfully. Leaders are quick to identify the additional needs of pupils with SEND. They ensure that all pupils have equal opportunities.

Pupils' behaviour is good. They are polite and courteous. Pupils are always ready to open a door for someone, or to give a helping hand to adults and peers.

Leaders prioritise pupils' wider personal development. Staff provide pupils with rich opportunities to demonstrate the school's values, such as compassion and friendship, through the well-planned programme of enrichment activities. For example, pupils organise their own charity events and lead worship in assemblies.

Pupils also have access to a wide range of extra-curricular clubs and they take on leadership responsibilities. For example, pupils act as prefects, members of the school

council or members of the worship team. One of the responsibilities that Year 6 pupils enthused about was being 'buddies' for the younger children in school and helping them to learn to read.

Governors are experienced and are adept at holding leaders to account for the quality of education that pupils receive. Staff are extremely proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at the school. Staff act in the best interests of pupils. They are vigilant and quick to follow up any safeguarding concerns. Leaders keep accurate and well-documented records of any safeguarding issues.

Staff and governors take part in regular training to keep pupils' welfare and safety at the forefront of their work. Leaders ensure that vulnerable pupils and families receive the help that they need.

Pupils understand how to keep themselves safe. They know how to use the internet safely and they report any worrying signs to adults. The curriculum teaches pupils about keeping themselves safe and how to manage risks in the wider community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some curriculum areas, a small number of staff are not as confident as they should be in their subject knowledge. Sometimes, this prevents them from delivering subject content as effectively as they could. As a result, some pupils do not progress as smoothly as they should through the curriculum. Leaders need to ensure that all staff have the subject-specific training that they require to deliver the curriculum effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2013.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	119701
Local authority	Lancashire
Inspection number	10211120
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	62
Appropriate authority	The governing body
Chair of governing body	Elizabeth Pickervance
Headteacher	Liz Robinson
Website	www.treales.lancsngfl.ac.uk
Date of previous inspection	10 January 2017, under section 8 of the Education Act 2005

Information about this school

- This is a voluntary-aided Church of England school. It last had a section 48 inspection in October 2017.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors spoke with pupils, both formally and informally, about their work and school life. Inspectors spoke with the headteacher, who is also the special educational needs coordinator. They also talked with key stage leaders and held discussions with staff which focused on the well-being and safeguarding of pupils.
- Inspectors spoke with members of the governing body, including the chair of governors. They also spoke with a representative of the local authority. Inspectors reviewed a range of documentation, including that relating to school improvement, safeguarding and the checks undertaken on newly appointed staff.

- Inspectors considered the responses to Ofsted’s online survey, Ofsted Parent View, and the responses received via the free-text facility. They also considered the responses to Ofsted’s staff survey. There were no responses to Ofsted’s pupil survey.
- Inspectors talked with pupils about the books that they like to read. They also heard pupils read.
- Inspectors looked in detail at early reading, mathematics, art and design, and history. For each of these subjects, inspectors held discussions with curriculum leaders and teachers, visited lessons, looked at samples of pupils’ work and talked with pupils. They also considered other subjects across the curriculum.

Inspection team

Sue Eastwood, lead inspector

Her Majesty’s Inspector

Lindy Griffiths

Ofsted Inspector

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