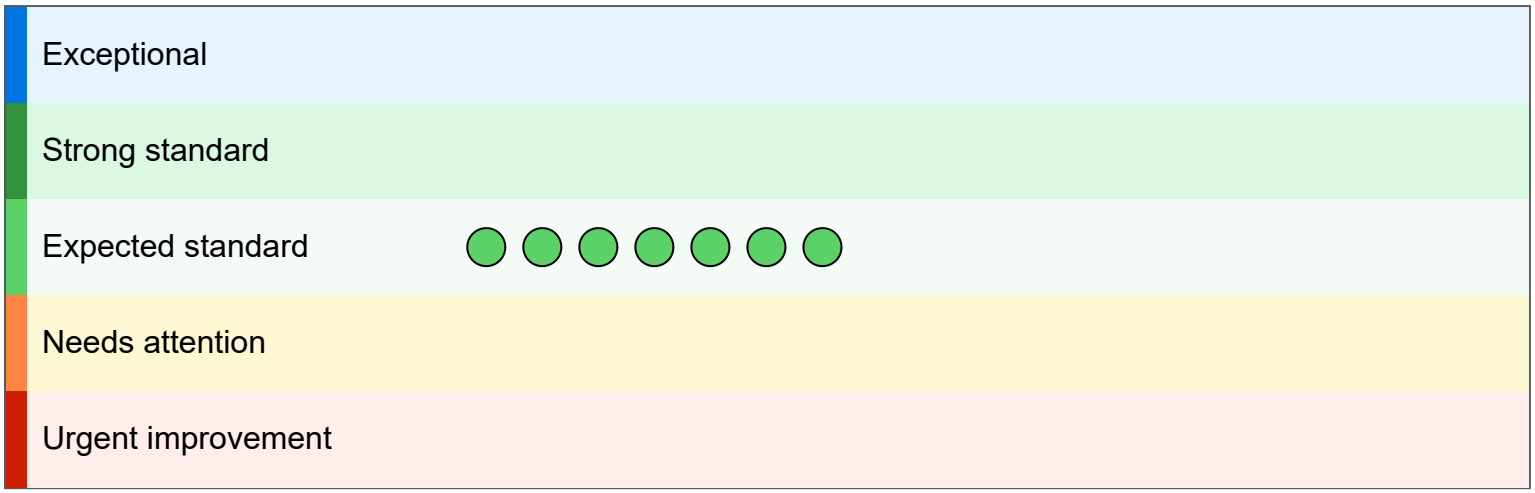
Northbrook Primary Academy

Address: Bannister Drive, Leyland, Lancashire, PR25 2GB

Unique reference number (URN): 148039

Inspection report: 7 July 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Leaders have taken swift action to improve the curriculum and teaching. As a result, pupils' achievement is improving. Over time, attainment has been below the national average. However, pupils more recently are reaching the expected standard in reading, writing and mathematics by the end of Year 6.

Pupils are able to recall much of what they have learned. They are building confidence and fluency in reading. Current Year 4 pupils have the knowledge to be successful in the multiplication tables check. That said, some pupils do not develop detailed knowledge across subjects. Some pupils also make errors in their handwriting, spelling and grammar. This means that some pupils do not write as accurately or fluently as they could.

Pupils with special educational needs and/or disabilities (SEND), including those in the specially resourced provision for pupils with SEND, make suitable progress from their starting points. As a result, pupils, including those who are disadvantaged, are well prepared for their next steps in education.

Attendance and behaviour

Expected standard

Leaders prioritise pupils' attendance at school. They attend regularly, and attendance is in line with, or above, national levels for all groups of pupils, including those who are disadvantaged and those with special educational needs and/or disabilities. Few pupils are persistently absent. Leaders track when an individual pupil's attendance starts to dip. They work with parents and carers to support pupils. This includes pupils who face more specific barriers to their attendance. Since the previous inspection, attendance has improved. As a result, pupils spend more time in school and in lessons.

Pupils show positive attitudes in lessons. Leaders' changes to the curriculum and teaching are helping pupils to pay full attention in lessons. This helps them to build on what they know. Most pupils follow school routines and expectations well. Relationships between staff and pupils are warm. This means that pupils feel comfortable raising concerns with staff that they trust. Suspension rates have fallen considerably. Staff help pupils to understand their feelings and behaviour. They support pupils to rebuild relationships when there has been a disagreement. Bullying or any discriminatory behaviour is rare and not tolerated. Pupils behave well around school. They are polite and considerate of others.

Curriculum and teaching

Expected standard

Leaders have designed a broad and ambitious curriculum. They have identified what pupils should learn in each subject and when. Leaders make sure that staff have the subject knowledge that they need. This knowledge helps them to explain new ideas clearly. Typically, teachers choose activities to help pupils learn what the curriculum asks them to learn. That said, some staff do not consistently choose activities that help pupils to build detailed knowledge over time.

Staff check what pupils already know before moving on. They adapt their teaching for pupils with special educational needs and/or disabilities so that these pupils can learn alongside their peers.

Leaders make sure that pupils master the basics. For the most part, teachers give pupils regular opportunities to read and write the sounds that they learn. This helps pupils to read and write new words accurately. However, some teachers do not identify gaps in pupils' handwriting, spelling, grammar and number formation as precisely as they could. This means that pupils' errors persist.

Early years

Expected standard

Children in the early years get off to a positive start. This includes children in the newly opened Nursery for 3-year-old children. Interactions between staff and children are warm and purposeful. Staff make checks to find out what children know and can do. This helps staff to plan activities that typically help children to build on what they already know. However, some activities and interactions do not help children to develop their communication skills as well as they could. Staff miss opportunities to teach children new words. This means that some children's spoken language errors go uncorrected.

Reading is prioritised from the start. Children learn the sounds that they need to read words accurately. Children who fall behind receive timely support so that they can catch up quickly. Children enjoy joining in with familiar songs and rhymes.

Staff identify the needs of children with special educational needs and/or disabilities promptly. Children with additional needs receive support matched to their individual circumstances. Leaders work closely with parents and carers. This helps parents to support children's learning at home. By the end of Reception, children are well prepared for Year 1.

Inclusion

Expected standard

Leaders identify the barriers that pupils face. Staff, parents and carers use this information to work together to create focused plans that support pupils' learning and wellbeing. This means that pupils get help that is tailored to their individual needs. Leaders also check on pupils who are known or previously known to social care. As a result, these pupils receive specific individual help that supports their welfare, wellbeing and learning.

Since the previous inspection, leaders have opened a specially resourced provision for pupils with special educational needs and/or disabilities (specially resourced provision), including speech, language and communication needs. Leaders work closely with external professionals to shape the support that these pupils receive. Leaders have not set out precisely how they will teach pupils to communicate. This means that some pupils, particularly those in the specially resourced provision, do not get the same detailed support as their peers.

Leaders check on pupils' learning through conversations with staff and by looking at pupils' work. This helps them to see whether the support they have put in place is having the

intended impact. Leaders use additional funding to make sure that pupils experiencing disadvantage can take part in school life alongside their peers.

Leadership and governance

Expected standard

Leaders have an accurate and shared view of the school's strengths and areas for development. Since the previous inspection, they have taken decisive action to improve the curriculum and teaching. Leaders have worked with the trust and external advisers to drive these changes. As a result, pupils, including disadvantaged pupils, benefit from these changes. Pupils' outcomes at the end of Year 6 are improving.

Leaders root their decisions in the best interests of pupils and the local community. For example, leaders and those responsible for governance have opened a specially resourced provision for pupils with special educational needs and/or disabilities and a Nursery for 3-year-old children. This means that more pupils receive the support that they need. Those responsible for governance, including the local academy council, are taking steps to strengthen their scrutiny of leaders' work. This helps them to hold leaders to account more precisely.

Leaders provide focused, subject-specific training that helps staff to teach the curriculum well. This includes structured support for early career teachers. They place a high importance on staff's wellbeing and take steps to reduce workload. They consider the impact on staff when introducing new approaches. This means that staff are not overwhelmed when changes are introduced. Staff feel valued, listened to and supported. They are proud to work at the school. Staff feel well equipped to support the school's improvement.

Leaders typically engage with parents, carers and the wider community. This helps families to feel informed and positively involved in school life.

Personal development and wellbeing

Expected standard

Pupils develop a genuine respect and tolerance for the differences of others. They reflect on their own beliefs and experiences through personal, social, health and economic education, religious education and regular assemblies. Pupils understand the differences between right and wrong. This is because they have a secure knowledge of the reasons for creating rules and laws. Pupils vote for school council members and eco-committee representatives. In history, they study figures such as John Blanke and Rosa Parks. They recognise that people are different but equal. These opportunities equip pupils with a secure knowledge of fundamental British values. They use this information to make a meaningful contribution to their community.

Pupils understand how to form healthy relationships that are appropriate to their age and stage of development. They know how to keep themselves safe online and offline. They also know how to look after their physical and mental health. Staff know pupils well. They provide sensitive pastoral support for pupils and their families. For example, staff offer support sessions for pupils who need help with their confidence, wellbeing or attendance. This helps pupils to feel safe and well cared for.

Pupils take on a range of leadership roles, including on the school council, the eco-committee and pupil voice groups. They take part in residential visits, themed curriculum workshops and events such as the careers fair. A range of clubs, including those for sports, arts and nature, adds variety to these opportunities. Leaders make sure that disadvantaged pupils can take part in these activities alongside their peers. These opportunities help pupils to develop their interests and talents.

Pupils are equipped with the knowledge to be active members of their Northbrook community. Pupils are well prepared for life in modern Britain.

What it's like to be a pupil at this school

Pupils feel welcome and valued at Northbrook Primary Academy. Children in the early years make a positive start to their education. Pupils feel a sense of belonging and enjoy being part of the school community. Most pupils demonstrate positive attitudes and enjoy learning. They benefit from the improvements that leaders have made to the curriculum and teaching. This helps them to feel motivated and ready to learn.

Pupils feel happy, cared for and safe. They trust staff to deal with concerns. Pupils are confident that any incidents of bullying or any discriminatory behaviour are rare and not tolerated. They feel supported to resolve disagreements and rebuild friendships with their peers.

Pupils attend school regularly. They recall much of the knowledge that they have learned. Pupils learn to read accurately and are improving their writing. They achieve well. Pupils with special educational needs and/or disabilities and those who are disadvantaged make suitable progress from their starting points. As a result, pupils leave Northbrook well prepared for the next stage of their education.

Pupils take pride in taking on a range of leadership roles within the school. They enjoy a wide range of enrichment opportunities, including clubs, visits and themed workshops. For example, they have explored museums, visited the zoo and taken part in outdoor adventures. Disadvantaged pupils can take part in these activities alongside their peers. These opportunities help pupils to develop the confidence they need for life in modern Britain.

Next steps

- Leaders should make sure that teachers identify and address gaps in pupils' handwriting, spelling, grammar and number formation, so that pupils get the help they need to write accurately and fluently.
- Leaders should refine the curriculum for communication so that staff can plan activities and interactions that help pupils, including those in the specially resourced provision for pupils with special educational needs and/or disabilities and children in the early years, to develop their communication skills over time.

- Leaders should make sure that teachers choose activities that help pupils to build detailed knowledge over time, so that pupils achieve as well as they can across subjects.

About this inspection

This school is part of Endeavour Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), David Clayton, and overseen by a board of trustees, chaired by Helen Dicker.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher, the deputy headteacher and other school leaders. They also spoke with representatives of the local academy council and representatives of the trust board, including the CEO and other trust leaders. Inspectors took the views of parents, carers and pupils into account during the inspection.

The inspectors confirmed the following information about the school:

The school has undergone significant changes since the last inspection. Since the previous inspection, the school has opened a Nursery for 3-year-old children and a specially resourced provision for 16 pupils with speech, language and communication needs.

The school currently makes no use of alternative provision.

A new executive headteacher has been appointed since the previous inspection.

Executive Headteacher: Jillian Shorrocks

Lead inspector:
Mark Hazzard, His Majesty's Inspector

Team inspector:
James Marsh, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

185
Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

195
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

41.08%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.32%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

17.30%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	61%	Close to average
2024/25 (final)	66%	62%	Close to average
2023/24 (final)	56%	61%	Close to average
2022/23 (final)	46%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	74%	Below
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	68%	74%	Close to average
2022/23 (final)	54%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	72%	Below
2024/25 (final)	76%	72%	Close to average
2023/24 (final)	60%	72%	Below
2022/23 (final)	54%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25 (final)	83%	74%	Above
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	67%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	46%	Close to average
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	38%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	79%	63%	Above
2023/24 (final)	58%	62%	Close to average
2022/23 (final)	38%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	59%	Below
2024/25 (final)	57%	59%	Close to average
2023/24 (final)	33%	58%	Below
2022/23 (final)	38%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	60%	Close to average
2024/25 (final)	71%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	63%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	41%	68%	-26 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	38%	66%	-29 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	80%	-18 pp
2024/25 (final)	79%	81%	-2 pp
2023/24 (final)	58%	80%	-21 pp
2022/23 (final)	38%	78%	-41 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	78%	-34 pp
2024/25 (final)	57%	78%	-21 pp
2023/24 (final)	33%	78%	-44 pp
2022/23 (final)	38%	77%	-40 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-12 pp
2024/25 (final)	71%	81%	-9 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	63%	79%	-17 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.3%	5.2%	Close to average
2023/24 (3 term)	5.9%	5.5%	Close to average
2022/23 (3 term)	6.0%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.0%	13.0%	Close to average
2023/24 (3 term)	16.7%	14.6%	Close to average
2022/23 (3 term)	15.6%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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