

Inspection of Seven Stars Primary School

Peacock Hall Road, Leyland, Lancashire PR25 1TD

Inspection dates: 5 and 6 July 2022

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 Good

What is it like to attend this school?

Pupils are cared for well at Seven Stars. They know staff put them first. This helps pupils to feel safe and happy. Pupils new to the school are welcomed and easily make new friends. Leaders have high expectations for pupils' achievement and behaviour. Parents and carers value the support that they receive from staff. One parent's comment, which was typical of many, was, 'Staff go above and beyond to ensure that my child accomplishes the goals that they set.'

Pupils are respectful and polite. In most lessons, pupils behave well. Pupils said that teachers deal with rare incidents of bullying effectively.

Pupils have lots of opportunities to try new things. They enjoy receiving 'VIP' certificates and 'Positive Planets Rewards' from staff who celebrate their achievements. Pupils enjoy the clubs that they attend such as football, fencing, choir and Spanish. Pupils with special educational needs and/or disabilities (SEND) enjoy every aspect of school life. They, and other pupils, enjoy a range of educational visits that help to enrich the curriculum. Pupils told inspectors that the aspect of school that they value the most is the time given to them by caring staff.

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

Leaders provide an ambitious curriculum for all pupils, including children in the early years. In most subjects, the curriculum identifies the knowledge that pupils need to learn and remember. This starts in early years and builds in a logical way through the school. In these subjects, pupils achieve well. For example, children in the Nursery and Reception classes learn to get dressed independently and roll and throw balls with increasing confidence. Older pupils apply what they have learned earlier to team games and swimming. However, in a small number of subjects, leaders have not decided the essential knowledge that pupils will learn from the early years to Year 6 clearly enough.

Leaders and staff identify effectively the needs of pupils' and children's SEND. Leaders ensure that pupils with SEND learn alongside their peers. Staff skilfully adapt activities so that pupils and children with SEND can access the same ambitious curriculum as other pupils.

In subjects where the curriculums are designed carefully, teachers check how well pupils remember the important knowledge in the curriculum. Teachers revisit important vocabulary and knowledge before moving on. This means that pupils are secure in what they know and build new learning on what they have remembered. Teachers quickly help pupils catch up or remember what they have forgotten.

Teachers deliver the curriculum well in most subjects. However, in a small number of subjects, leaders have not checked that teachers are delivering the curriculum as well as they should. This hinders some pupils' progress through these curriculums.

Children in early years learn to read as soon as they start in the Reception class. Teachers work effectively to develop younger children's understanding and pronunciation of words while they enjoy rhymes and stories in the Nursery class. Older pupils talked with confidence about words that they learn that enrich their oral and written communication. Pupils told inspectors that they enjoy reading books from a wide range of authors. Pupils who fall behind with their reading are identified quickly and get effective support that helps them to catch up.

Leaders have ensured that staff are experts in teaching reading. Staff teach phonics in a systematic way. This helps pupils to practise the sounds that they need to learn at the right time. Most pupils read books that are closely matched to the sounds that they know. As a result, pupils become fluent readers.

Adults and pupils have supportive relationships. Lessons are orderly. Pupils behave well and focus on their work. Leaders plan positive activities at breaktimes. This helps to ensure that disruption on the playground is rare. Pupils attend school regularly.

Leaders support pupils' personal and spiritual development well. Pupils understand and respect that there are many kinds of family. They discussed with pride their pupil parliament and the role that it plays in the running of the school.

Teachers appreciate the regular training that leaders provide. Governors understand the strengths of the school and what work still needs to be done. They offer suitable challenge and support to school leaders. Leaders consider staff's workload and well-being carefully when introducing new ways of working.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with regular useful training so that they know how to keep pupils safe. This means that staff know how to record and report concerns effectively. Leaders seek additional support from other agencies when needed. Leaders have developed trusting relationships with families. This helps to ensure that pupils quickly get the help that they need to stay safe.

Leaders have ensured that pupils learn how to stay safe. This includes money matters, safe relationships and road safety. Pupils learn how to stay safe online. They learn how to report anything that makes them feel uncomfortable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, leaders have not thought carefully enough about the essential knowledge that pupils should learn from the early years to Year 6. This means that pupils do not build new learning on what they already know. This slows some pupils' progress. Leaders should ensure that all subject curriculums clearly identify the knowledge that pupils will learn from the early years to Year 6.
- In a small number of subjects, leaders have not checked to make sure that staff deliver the curriculum as intended. This sometimes hampers pupils' progress. Leaders should ensure that subject leaders receive suitable support so that they can check how effectively these subject curriculums are being taught and that the content is understood by pupils.

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	119285
Local authority	Lancashire
Inspection number	10226246
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	Local authority
Chair of governing body	Carol Stunell
Headteacher	Mike Mitchell
Website	www.seven-stars.lancsngfl.ac.uk
Dates of previous inspection	15 to 16 November 2016, under section 5 of the Education Act 2005

Information about this school

- Leaders make use of one registered alternative provider.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher, members of the senior leadership team and other members of staff. Inspectors met with the chair of governors. The lead inspector held a face-to-face conversation with a representative of the local authority and a telephone conversation with the headteacher of the alternative provider.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. Inspectors met with subject leaders and teachers. They visited lessons, reviewed pupils' work and spoke with pupils. The lead

inspector observed pupils reading to a trusted adult. Inspectors also considered the curriculums in some other subject areas.

- Inspectors considered a range of documentation about the school. This included leaders' records relating to safeguarding, attendance and behaviour.
- Inspectors observed pupils' and children's behaviour in lessons and at playtimes.
- Inspectors spoke with staff about their well-being and workload. Inspectors spoke with parents at the start of the school day. They considered the responses to Ofsted Parent View, including the free-text responses. Inspectors considered the responses to the staff survey. There were no responses to the pupil survey.

Inspection team

Trish Merritt, lead inspector

Ofsted Inspector

Sarah Price

Ofsted Inspector

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