

Yealand Church of England Primary School

Address: Footeran Lane, Yealand Redmayne, Carnforth, Lancashire, LA5 9SU

Unique reference number (URN): 119546

Inspection report: 23 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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

Attendance and behaviour

Expected standard 

Leaders have established a positive culture for attendance and punctuality. They work in partnership with parents and carers to promote this. Most pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, attend well. The welcoming, friendly school environment encourages pupils to arrive enthusiastically at school each day. Leaders carefully check pupils' attendance. They address issues quickly and sensitively. When families face challenges with attendance, leaders work closely with them to remove barriers.

Pupils behave well and enjoy their social time together. They adapt games so that everyone can join in, including pupils with SEND. Recent improvements to the school's behaviour systems are proving effective. Pupils respect the rules and enjoy the rewards on offer, in particular the reward shop. They demonstrate self-control and instinctively do the right thing. They are polite and courteous. Conflict and bullying are rare. Staff deal with issues effectively when they do happen. Pupils enjoy highlighting the positive behaviour of their peers. They are excited to select others to wear the 'golden t-shirts' linked to this. Pupils enjoy learning and generally focus on tasks set. They work with increased independence and demonstrate resilience when tasks are tricky.

Inclusion

Expected standard 

Leaders accurately identify the academic and social needs of individual pupils. This includes pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Leaders use this information to provide appropriate support. They allocate funding effectively for pupils who face disadvantage. They use it to reduce gaps in pupils' learning by providing additional support. Additional funding is also used to widen pupils' experiences through the provision of interesting clubs. Events are organised to meet the needs and curiosity of individual pupils who face adversity. Pupils are encouraged to take part in all that the school has to offer and learn alongside peers in the classroom.

Professional learning for staff helps them meet the needs of pupils with SEND. Where necessary, specialist advice informs tailored interventions. For example, effective speech and language support helps some pupils increase their confidence in interacting with their peers. Leaders work in partnership with other agencies to support pupils who face disadvantage. These partnerships help pupils to overcome their challenges. Leaders have recently increased wellbeing support to support pupils in managing their emotions. Pupils value this support.

Leadership and governance

Expected standard 

Leaders and governors understand the school's context and the community that it serves. They know the strengths and the impact of recent improvement priorities. Leaders have made positive changes to the shared vision of the school, 'Let all that you do be done in love.' They have also brought about improvements in pupils' behaviour and attitudes to learning. Leaders have recently started to check that teachers deliver the curriculum as

intended. Consequently, teaching quality still varies across some subjects.

The knowledgeable and experienced governing board carries out its statutory duties with diligence. By visiting the school, governors gain insight into school life. This enables governors to ask leaders relevant and informed questions. Governors consider the workload and wellbeing of staff in their decisions. Morale is high. Staff are proud to work at the school and value being part of the team.

Leaders prioritise professional learning. This is particularly effective when providing support for pupils with special educational needs and/or disabilities. It has also led to improved support for pupils' wellbeing. Partnerships with the diocese and local authority are mutually beneficial. Leaders also collaborate with local schools. When required, they work positively with other agencies to support disadvantaged pupils. This helps to reduce barriers that these pupils face.

Personal development and wellbeing

Expected standard 

Leaders prioritise pupils' personal development and wellbeing. Teachers deliver effective personal, social, health and economic education. This is well organised so that pupils build on their learning over time. Pupils understand how to stay healthy and safe, including when online and in the community. They manage risk sensibly and understand concepts such as water and sun safety. This learning is enriched by visitors, such as the fire service.

Pupils feel listened to and confidently seek help when they need it. Trained staff provide targeted wellbeing support and involve external specialists when needed. Pupils manage their emotions well. They have an age-appropriate understanding of consent and what constitutes a healthy relationship. Pupils are able to manage conflict and disagreements appropriately. They regularly reflect on their own emotions in personal journals. Pupils enjoy their roles and responsibilities, such as being librarians and eco or worship leaders. They are proud of the positive impact that they have on school life, for example by selecting books for the library and planning themed days alongside leaders.

Pupils understand fundamental British values. They respect diversity and value others as individuals. By studying how people of different cultures and religions live together in modern Britain, they develop a clear sense of equality. Pupils positively contribute to society through charity work. This includes environmental projects that improve both the local area and school grounds.

Leaders understand pupils' needs well, particularly those who face challenges or have special educational needs and/or disabilities. They provide opportunities to develop pupils' talents and interests. Pupils engage enthusiastically in activities such as skiing, ballet and rugby. Leaders organise clubs, including tennis, coding and music lessons, to extend pupils' experiences. This focus helps pupils become aspirational, as they engage with visitors who introduce them to future career possibilities.

Needs attention ●

Achievement

Needs attention ●

The school has small cohorts, so year-on-year published data offers limited value when comparing pupils' achievement to national figures. In lessons, some pupils do not achieve as well as they could. A few pupils, including those who are disadvantaged, do not gain the basic skills that they need for future learning, for example the accurate formation of numbers and letters and how to use phonics to spell and read words fluently. This results in some pupils not being as ready for the next stage of their education as they could be.

Pupils with special educational needs and/or disabilities generally progress well through the curriculum. In subjects beyond English and mathematics, pupils typically achieve well. They talk confidently about their learning using subject-specific vocabulary. However, gaps in pupils' reading and writing knowledge and skills hinder them from achieving all that they can.

Curriculum and teaching

Needs attention ●

Leaders have ensured that the curriculum is ambitious and engaging. Across most subject areas the curriculum helps pupils to build knowledge progressively. However, the teaching of phonics is not consistently effective. As a result, a few pupils do not develop secure foundations in reading as quickly as they should. In addition, for some pupils basic skills are not prioritised, including correct pencil grip and letter formation. This limits some pupils' ability to develop fluent and accurate written work. In some subjects, the agreed curriculums are not implemented as intended. This leads to gaps in pupils' foundational knowledge and understanding. While leaders recognise the weaknesses, it is too early to see the impact of their work.

Teachers adapt learning effectively to meet the needs of pupils of different ages and needs. Pupils with special educational needs and/or disabilities are well supported and learn successfully alongside their peers. Staff provide additional support when needed, including support with the vocabulary required for pupils to participate in discussions. Throughout the school, staff engage in professional learning to strengthen their knowledge and practice.

Early years

Needs attention ●

Leaders have identified where provision in early years needs to improve. Actions are beginning to have a positive impact. However, these are at an early stage. Priority is not given to teaching children the basic skills that they need in reading, writing and number work. Some children do not hold pencils correctly. This hinders their letter formation and writing development. Inconsistencies in the teaching of phonics prevent children from increasing their confidence to read fluently. This means that some children are not as well prepared for the next stage of their education as they could be.

Leaders have designed an ambitious curriculum. It is well organised from Nursery Year to Reception Year so that pupils can build on their starting points. Staff interact positively with children. They focus on oracy and widening the vocabulary that children use. Children enjoy singing rhymes and songs. They listen well to a range of stories. Children play creatively.

They cooperate well, share resources and take turns. Classroom activities are enticing and sustain children's interest. They enjoy exploring the rock pool, naming fish and sea creatures. Children engage well with staff while playing in the ice cream parlour role-play area.

Staff care for children effectively. They provide appropriate support for children with special educational needs and/or disabilities and those who face disadvantage. Staff build positive relationships with parents and carers. Children skip into school each morning and quickly settle into activities.

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

Pupils are proud to attend this small Church of England primary school. They feel safe and valued. Staff and pupils build positive relationships that foster a sense of belonging. This encourages pupils to attend school regularly.

Pupils behave well. They treat each other with care and respect. Older pupils instinctively look after younger ones. At social times, pupils play creatively with the equipment and games available, for example making domino runs with play bricks. Younger pupils take turns and share bikes on the school's road track. When pupils fall out, staff deal with issues effectively.

Pupils enjoy learning and want to achieve well. In lessons, they generally stay focused and work with increasing independence. Pupils collaborate effectively during group tasks. In mathematics, they apply new skills to solve problems. However, pupils do not consistently demonstrate their knowledge in some subjects. Some pupils are not supported to secure important knowledge and skills in their reading and writing. This hinders their progress through the curriculum and prevents them from achieving all that they are capable of.

Pupils relish the activities that leaders organise for them. These are provided for all pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities. Activities enrich pupils' experiences and strengthen their subject knowledge. For example, they visit landmarks studied in geography lessons. Pupils talk enthusiastically about theatre trips, city tours and residential visits.

Pupils enjoy learning in the local woodland area. They have also designed features in the school grounds, such as a mud kitchen. The school council is proactive and contributes positively to local and national charities. Pupils feel proud to sponsor Chompy, a rescued dog.

Next steps

- Leaders should ensure that phonics is taught consistently well so that pupils build secure foundations in reading.

- Leaders should ensure that staff, including in the early years, prioritise the teaching of basic skills, including correct pencil grip and letter formation, so that pupils achieve all that they can and are well prepared for the next stage of their education.
 - Leaders should ensure that teachers deliver the curriculum as it is intended so that pupils can develop a deeper understanding across all areas of learning.
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About this inspection

The chair of the board of governors in this school is Malcolm Brown.

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 headteacher and other senior leaders during the inspection. They also met with members of the governing board, as well as representatives from the local authority and the diocese during the inspection. Inspectors also took account of the views of pupils, parents and carers.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Blackburn. Its last section 48 inspection was in June 2019.

The school currently uses no alternative provision.

Headteacher: Kathryn Brown

Lead inspector:

Kathryn Pym, His Majesty's Inspector

Team inspector:

Alison Dickinson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 23 June 2026

School and pupil context

Total pupils

36

Well 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

56

Well 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)

3.23%

Well below average

What does this mean?

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

National average: 26.3%

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

2.78%

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

5.56%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	23%	61%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	S	62%	S
2023/24 (final)	S	61%	S
2022/23 (final)	S	60%	S

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	69%	74%	Close to average
2024/25 (final)	S	75%	S
2023/24 (final)	S	74%	S
2022/23 (final)	S	73%	S

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	46%	72%	Below
2024/25 (final)	S	72%	S
2023/24 (final)	S	72%	S
2022/23 (final)	S	71%	S

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	31%	73%	Below
2024/25 (final)	S	74%	S
2023/24 (final)	S	73%	S
2022/23 (final)	S	73%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	S	46%	S
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	S	62%	S
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	S	59%	S
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	S	60%	S
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	S	68%	S
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	S	80%	S
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	78%	S

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	S	78%	S
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	S	80%	S
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

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)	4.9%	5.2%	Close to average
2023/24 (3 term)	3.7%	5.5%	Below
2022/23 (3 term)	6.2%	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)	11.1%	13.0%	Close to average
2023/24 (3 term)	3.8%	14.6%	Below
2022/23 (3 term)	14.8%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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