

Treales Church of England Primary School

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

Unique reference number (URN): 119701

Inspection report: 10 March 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

Inclusion

Expected standard

Leaders make sure that all pupils are valued members of the school community. Leaders embrace the differing needs of pupils at the school. They accurately identify the barriers that these pupils face. This helps leaders to ensure that suitable strategies and resources are in place. Leaders help disadvantaged pupils to overcome difficulties. They ensure that additional funding for pupils is carefully targeted. Leaders focus on the support that has the greatest impact on disadvantaged pupils and those with special educational needs and/or disabilities (SEND). They seek out and act on advice from other agencies. This includes consideration of the views of parents and carers. Leaders keep a close eye on how well disadvantaged pupils achieve and thrive at the school. They adapt the support that these pupils, and others who find learning difficult, receive when this is not the case. All pupils take a full part in school life as a result.

Leaders ensure that teachers accurately identify the needs of pupils who may have SEND. They help teachers to find the most effective strategies to meet these needs. Teachers make carefully considered adaptations to support pupils with SEND, and those facing other disadvantages, in their class.

Leadership and governance

Expected standard

Leaders have a secure understanding of the school's context. They know what is working well at the school and what needs further development. Leaders have prioritised effectively. In recent years, unavoidable staffing changes have meant that leaders' focus has been on ensuring stability. This has been successful despite many additional challenges. Leaders have taken effective action to improve how well pupils learn, particularly in the phonics programme, and to maintain high standards of attendance and inclusion.

There is a strong sense of community at the school that is rooted in pupils' best interests. Leaders make sure that teachers have the skills and expertise that they need to meet pupils' differing needs. They ensure that teachers access regular training and support. Teachers value the unwavering support that they receive from leaders. They help teachers to manage their workload. Leaders develop positive relationships with parents, carers and the local community.

Governors provide effective strategic direction. They carry out their statutory duties with diligence. Members of the governing body ensure that the school's values are upheld. They are well informed about the impact of leaders' work. This helps governors to provide effective support and challenge for leaders.

Leaders have taken the lead in setting high expectations for pupils' behaviour and achievement. They are role models of professional behaviour for teachers. However, leaders do not check rigorously enough that teachers adhere to agreed policies and procedures, such as how to manage pupils' behaviour or check that pupils are learning what they most need.

Leaders provide a thoughtfully crafted personal development programme for pupils. They make sure that pupils broaden their experiences while at the school. For example, pupils learn about cultures that are different to their own. They listen respectfully to others sharing their experiences of different faiths. Activities such as these prepare pupils well for living in a diverse and modern British society when they are older.

Leaders prioritise pupils' wellbeing. Pupils have a secure understanding of how to maintain their own personal safety. They know how to protect themselves when online. Disadvantaged pupils particularly benefit from the carefully tailored pastoral support that leaders provide. This makes sure that most pupils experience a calm and settled start to the day. They are ready to focus on their learning as a result.

Pupils value the wide range of high-quality activities that leaders provide. These help to develop character, social skills and perseverance. Pupils learn many new skills and talents during their time at school. They enjoy utilising the school's outdoor areas. Pupils take part in energetic games at breaktimes. They also access adventurous activities, such as bushcraft or camping. Leaders ensure that disadvantaged pupils access the clubs and other activities on offer. Pupils learn the value of working together cooperatively. They also recognise the benefits of physical and mental wellbeing.

Pupils have a secure understanding of their relationships and sex education learning. They are well prepared for puberty. Pupils know how to recognise and develop healthy relationships with others. Pupils appreciate the importance of the fundamental British values. They recognise how their own school's rules and values reflect these. Pupils have a secure understanding of the ways in which people might be different to themselves. They speak up when they recognise that people's right to equality is undermined.

Needs attention

Achievement

Needs attention 

Pupils' achievement across the curriculum is variable. This is reflected in the school's published results for national tests in Year 6 and the multiplication check in Year 4. By the end of key stage 2, pupils are not as well prepared as they should be for secondary school. Some pupils lack the fluency that they need in reading and mathematics. Others struggle to express their learning or ideas clearly in their writing.

Pupils in the early years and Year 1 have a more secure knowledge of how to use phonics to read words than the most recent results of the Year 1 phonics screening check suggest. They read with increasing accuracy and fluency. On the whole, disadvantaged pupils and those with special educational needs and/or disabilities achieve well from their starting points.

Attendance and behaviour

Needs attention 

Pupils' behaviour at different times of the school day varies. At breaktimes, some pupils engage in boisterous behaviour. Leaders do not make sure that this is challenged consistently well by staff. Most pupils behave well as they move around the school. However, leaders' expectations of behaviour during lesson time are not consistently upheld. Some teachers do not insist on the highest standards of conduct or effort. Some pupils lose focus. Low-level misbehaviour disturbs learning at times. This impacts on pupils' achievement. This is sometimes heightened because teachers do not consistently design learning that matches what pupils know and can do. However, well-trained staff provide effective support for pupils who have special educational needs and/or disabilities (SEND) and need additional support to manage their emotions. This impacts positively on their wellbeing.

Pupils' attendance at the school is similar to that of other pupils nationally. This is also true for disadvantaged pupils. Pupils with SEND typically attend at least as often as other pupils. Leaders work closely with parents and carers to help pupils develop positive attendance routines. Most attend school regularly and on time.

Curriculum and teaching

Needs attention 

Leaders provide an ambitious and well-organised curriculum. Despite this, they do not make sure that it is delivered consistently well. Teachers have gaps in their knowledge about some aspects of the English and mathematics curriculum. For example, they are unclear about how to improve pupils' rapid recall of number facts. They are also unsure how to help pupils to produce clear and fluent written work. At times, teachers do not check carefully enough if pupils have gaps in their knowledge. This is particularly true for pupils with special educational needs and/or disabilities. Teachers move on, at times, to new learning before pupils have fully secured the prior knowledge that they need. Some pupils struggle to make sense of the curriculum as a result. They are not prepared well enough for the next stage of their education.

Leaders have recently introduced a new phonics programme. This supports many pupils effectively at the early stages of learning to read. However, leaders do not make sure that some older pupils who find reading more difficult practise often enough with suitable texts. These pupils do not develop the fluency that they need as a result. This makes it more difficult for them to access the curriculum.

Early years

Needs attention 

The curriculum in the early years supports children in building up their knowledge and skills across most areas of learning. However, leaders do not make sure that children develop their knowledge as well as they could. For example, children do not typically master accurate letter formation by the end of the Reception Year. This means that they are not as well prepared as they need to be for the Year 1 curriculum and beyond.

Leaders make sure that staff understand and cater for the differing needs of children in the early years. Staff liaise with parents and carers about any support that children might need.

Staff provide high-quality models of language for children to follow. This helps to develop and extend children's language and understanding of vocabulary. Children willingly meet their teachers' high expectations for behaviour and independence.

Children embrace the school's phonics programme. They develop secure phonics knowledge, which they use effectively to begin to read and write words. They join in with gusto to the songs, stories and rhymes that staff share with them. They develop the same positive attitudes to other aspects of their learning. This helps them to make a smooth transition into Year 1.

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

Children settle quickly in the early years. Staff get to know them well. They support children to build independence and resilience. Children develop positive relationships with staff and each other. This helps them to feel safe and happy at school.

All pupils receive a warm welcome at the school. Pupils are proud to be part of their school community. Leaders make sure that disadvantaged pupils, especially those with special educational needs and/or disabilities, are well cared for and supported. Leaders are clear about the barriers that disadvantaged pupils at the school face. They ensure that these pupils have the time and space that they need each morning to be ready for learning.

Pupils learn to respect people's differences. They take part in high-quality activities within their local community. These activities prepare pupils effectively to embrace the diversity that they are likely to meet in the wider world when they are older.

Incidents of bullying are rare. Leaders deal with these thoroughly. Pupils are quick to help others. They embrace their leadership roles, such as supporting each other to take part in regular physical activity to keep themselves fit and healthy.

Most pupils display positive attitudes to school. They attend regularly. However, leaders do not ensure that all pupils try their best during lessons. This impacts on the success that they experience while learning.

Pupils' achievement is variable. Pupils do not build up the fluency that they need to recall and apply important knowledge consistently well, including in English and mathematics. This means that they are not as well prepared as they should be to access the secondary school curriculum.

Next steps

- Leaders should ensure that children in the early years master correct letter formation to enable them to develop the fluency that they need in written work in Year 1 and beyond.
- Leaders should make sure that pupils develop the fluency that they need in reading, writing and mathematics to enable them to access the curriculum with ease.

- Leaders should ensure that pupils have secure knowledge before moving on to new learning. This is particularly important for pupils with special educational needs and/or disabilities.
 - Leaders should make sure that high expectations for pupils' behaviour and engagement in their learning are consistently upheld by all staff.
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About this inspection

The chair of governors at the school is Katherine Greenhalgh.

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 leaders during the inspection.

An inspector spoke with a group of governors, including the chair of the local governing board.

An inspector spoke with a representative from the local authority and a representative from the diocese.

The inspectors confirmed the following information about the school:

The school does not currently make use of alternative provision for pupils.

This school is registered as having a Christian ethos. Its last section 48 inspection took place in March 2026.

Headteacher: Lisa Hill

Lead inspector:

Claire Cropper, His Majesty's Inspector

Team inspector:

Elliot Costas-Walker, His Majesty's 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 10 March 2026

School and pupil context

Total pupils

60

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

70

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)

31.67%

Close to 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

8.33%

Well above 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

36.67%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs 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	59%	61%	Close to average
2024/25 (revised)	57%	62%	Close to average
2023/24 (final)	67%	61%	Close to average
2022/23 (final)	55%	60%	Close to average

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	74%	74%	Close to average
2024/25 (revised)	86%	75%	Above
2023/24 (final)	67%	74%	Below
2022/23 (final)	73%	73%	Close to average

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	81%	72%	Above
2024/25 (revised)	71%	72%	Close to average
2023/24 (final)	89%	72%	Above
2022/23 (final)	82%	71%	Above

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	67%	73%	Below
2024/25 (revised)	57%	74%	Below
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	64%	73%	Below

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	86%	46%	Above
2024/25 (revised)	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	86%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	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	100%	59%	Above
2024/25 (revised)	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	86%	60%	Above
2024/25 (revised)	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	86%	68%	18 pp
2024/25 (revised)	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	86%	80%	6 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
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	100%	78%	22 pp
2024/25 (revised)	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	86%	80%	6 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

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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 (2 term)	6.3%	5.2%	Above
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	5.0%	5.9%	Below

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 (2 term)	11.9%	13.3%	Close to average
2023/24 (3 term)	13.3%	14.6%	Close to average
2022/23 (3 term)	8.5%	16.2%	Below

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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