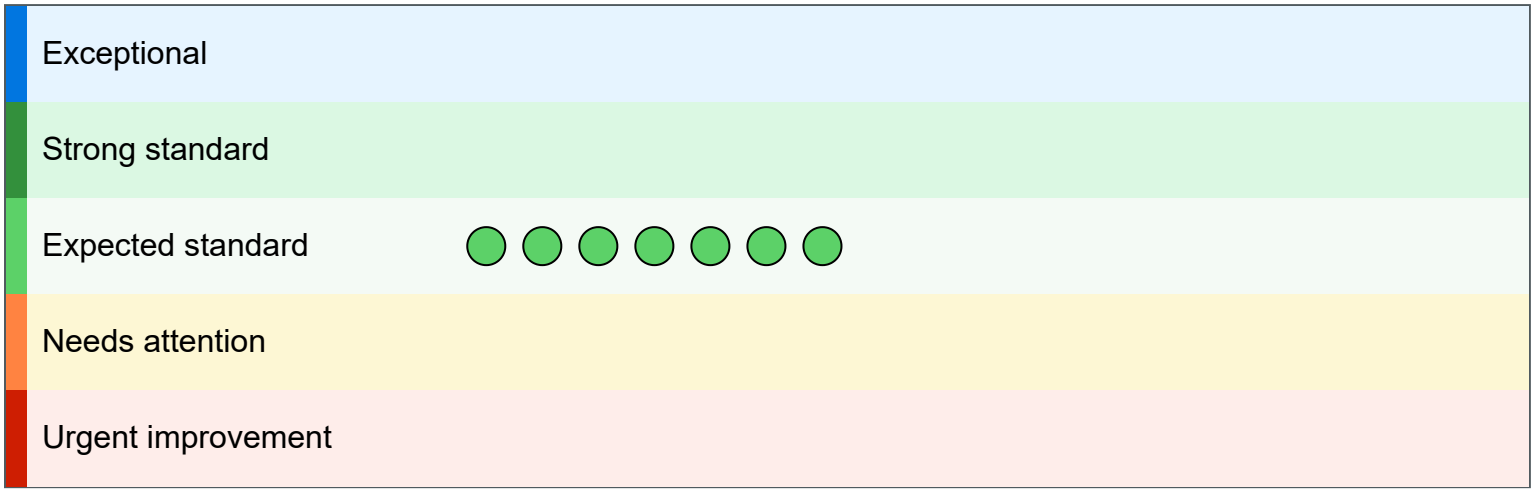
Long Preston Endowed Voluntary Aided Primary School

Address: School Lane, Long Preston, Skipton, North Yorkshire, BD23 4PN

Unique reference number (URN): 121631

Inspection report: 29 September 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

Pupils, including those with special educational needs and or disabilities (SEND) and those who are disadvantaged, generally achieve well. Small numbers of pupils at the end of key stage 2 do not reflect how well pupils achieve over time in national curriculum tests. Leaders ensure that gaps are identified and addressed through ongoing support so pupils are ready for their next stage of education. Phonics outcomes have improved over time as have outcomes for the multiplication check. Pupils with SEND make appropriate progress from their starting points. A clear targeted approach of support ensures pupils with SEND continue to make progress.

Work in books and discussions with pupils show that pupils generally learn appropriate knowledge and skills across different subjects. In reading and mathematics, pupils securely learn the knowledge they need for later learning. In mathematics, pupils are starting to apply this through problem solving activities. New approaches to writing are successful in securing younger pupils' basic knowledge. However, some older pupils have gaps in their writing knowledge. Pupils who are not on track with their learning receive targeted support to develop their basic skills, including phonics and number skills.

Attendance and behaviour

Expected standard

The school checks attendance rigorously. They use this information to identify where pupils and their families need additional support. Leaders work closely with the local authority to manage attendance and make expectations clear to families. They work with families and use clear strategies to reinforce the school's high expectations for regular attendance. Staff work with vulnerable pupils to remove barriers to attendance. Leaders use positive incentives, including class certificates to encourage pupils to attend well. This approach leads to improvements in attendance over time and the number of pupils who do not attend regularly has reduced.

Leaders are implementing a new approach to behaviour to ensure that routines are made more explicit for pupils. Leaders establish high expectations for behaviour, in class and when pupils move around the school. Pupils follow the 'Long Preston way' and understand the rules of being ready, respectful and safe. Pupils enter school calmly and sensibly. Well established routines in lessons ensure pupils settle quickly and engage in learning. They move around school in a calm and orderly way. Bullying and discriminatory behaviour is not tolerated. Any incidents are dealt with appropriately. Individual pupils who need support to manage their behaviour, including pupils with special educational needs and/or disabilities, are given appropriate support through targeted approaches and pastoral provision.

Curriculum and teaching

Expected standard

Leaders strengthen the curriculum so that pupils build secure knowledge over time. They continue to revise and refine the curriculum to ensure pupils in mixed-age classes continue to receive a broad and coherent offer. The curriculum is ambitious and identifies the key

knowledge that pupils learn. Much of this work is at an early stage and in some lessons, teachers are developing their understanding of curriculum content.

Teaching in reading, writing and mathematics is precise and pupils access year group specific learning. Staff adjust tasks so pupils access their learning independently. Teachers explain learning clearly and teach pupils subject specific vocabulary. They revisit prior learning that helps pupils to connect new ideas with what they already know. Phonics is taught consistently from the Reception Year. Younger pupils and those at the earlier stages of reading receive targeted support to help them progress. Teachers teach handwriting through discrete lessons with clear routines to support accurate letter formation and pencil grip. Reading lessons for older pupils teach them specific reading skills that help them to understand texts. Pupils learn subject-specific vocabulary that they use in their writing.

Pupils with special educational needs and/or disabilities and those who are disadvantaged learn alongside their peers and receive adaptations or support when needed. Staff give feedback to pupils in lessons to ensure misconceptions are quickly corrected. They provide support for pupils when they find learning difficult. In some lessons, expectations for pupils are not high enough and chances to extend learning are missed.

Early years

Expected standard

Leaders ensure the early years setting provides a calm purposeful start to school life. They design a clear, well-sequenced curriculum that cover the seven areas of learning that is adapted to meet the unique needs of all children. Staff quickly understand each child's unique starting point. They use this knowledge to identify and support children with special educational needs and/or disabilities. Staff prioritise communication and language. They extend children’s vocabulary and imagination through play that enables children to communicate well with staff and each other. Children effectively make choices and solve problems. They happily listen and follow instructions.

Children learn phonics from the start and develop accurate reading knowledge using the sounds they know. Children learn early mathematics in a structured way, with many chances to explore number through play. Staff plan activities that help children build physical strength they need to form letters correctly. Children are independent, curious and develop increasing confidence. Staff support children emotionally, welfare routines are secure and relationships are warm and caring. Social stories help children to understand feelings and build resilience. Children share and take turns. Children in the early years achieve well and are ready for their next stage of education.

Inclusion

Expected standard

Leaders have the expertise to quickly and accurately identify the needs of pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Staff are suitably trained to recognise when pupils need additional support. They know pupils well and quickly recognise when pupils’ circumstances change, providing timely help.

In lessons, staff provide appropriate adaptations, so pupils with SEND access learning with increasing independence. Regular and ongoing reviews ensure accurate information is gathered about pupils’ needs and how they change over time. Leaders set ambitious targets

for pupils with SEND so they make the progress they are capable of. These targets are adjusted based on clear evidence of progress and successful use of adaptations. Leaders follow pupils' academic and social progress in lessons and through targeted interventions. Targets become more ambitious as pupils continue to make progress. There is a focus on social and emotional development initially before broadening this to include wider academic targets. This measured approach ensures pupils' barriers to learning reduce over time.

Additional funding is used purposefully to ensure that disadvantaged pupils receive targeted support specific to their needs. This includes support to develop pupils' basic knowledge in reading, writing and mathematics, emotional check-ins and mental health support. Parents and carers of pupils with SEND speak highly of the support their children receive and the positive communication from leaders.

Leadership and governance

Expected standard

Leaders and governors are faced with difficult decisions due to the changing context of the school. However, the strength in leadership extends across the federation. Leaders respond quickly and make effective use of knowledgeable leaders across the federation to improve the school. They identify the right priorities for improvement and work through these systemically to prioritise what makes the biggest difference for pupils. They review curriculum and teaching regularly and respond quickly when changes need to be made.

Governors understand the challenges faced by leaders and provide ongoing support. They hold leaders to account about the actions they take and the priorities they have in place through reports and regular visits to the school. The local authority provides regular support through tailored visits linked to a range of subjects and themes. They highlight strengths and actions. Leaders act on this support, so pupils benefit from the continued improvements.

Leaders offer a broad programme of professional learning that extends across the federation to provide a consistent approach to teaching. This enables staff across the federation to collaborate and share best practice. Staff say professional learning helps them to do their jobs well. Staff are proud to work at the school. Leaders care about their wellbeing, value their work and usually consider workload. Staff feel valued and well supported.

Parents and carers say their children are happy and settled and generally make suitable progress. They describe staff as kind and committed and feel the school helps their children to thrive.

Personal development and wellbeing

Expected standard

Leaders organise a clear and coherent plan for personal development that sets out the key knowledge that pupils learn and the wider opportunities they experience. The personal, social, economic and health education curriculum follows a clear sequence that is age appropriate. It teaches pupils how to stay healthy, manage risks and understand the wider world. Pupils securely understand how to keep themselves safe online as well as in the local area around water, railways and during Halloween. They know how to eat well, the importance of regular sleep and how to look after their mental health. The importance of mental health is highlighted through theme days and weeks. Pupils learn about diversity and

discrimination. They recognise difference and know it is important to treat everyone with respect. They talk about equality and know that everyone has the same rights. They learn about different faiths, although some of this knowledge is not embedded. Pastoral support is offered through individual or small group activities. Leaders signpost families to external services including counselling and play therapy when needed.

Leaders widen pupils' experiences through music, sports and community events. Pupils learn to play the piano, accordion and brass instruments. They take part in May Day celebrations and the village remembrance service. Leaders use the local area well for outdoor pursuits and residentials. This includes visits to many local attractions such as Ingleborough and the Ribblehead Viaduct. Pupils join others from across the federation to socialise more widely. Pupils have leadership roles such as school councillors and eco-leaders.

The school tracks pupils' engagement carefully including for pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Pupils with SEND and disadvantaged pupils are fully included in all aspects of school life. They access wider opportunities beyond the curriculum including being a school councillor, educational visits and take part in competitions and performances.

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

Pupils thrive in this warm, welcoming school. The school's values of love, kindness, friendship and respect shape daily life. Pupils are valued, included and safe. Pupils build positive relationships with staff and each other.

Pupils enjoy coming to school and attend regularly. They speak confidently about their favourite subjects. Calm routines and high expectations help them to behave well. Pupils feel safe. They know how to stay safe online and in the local community. When bullying happens, staff act quickly and fairly to resolve it. Pupils trust staff to help them. Pupils know exactly who to talk to if they are worried. Pupils respond positively to rewards such as house points, values certificates and the recently introduced 'behaviour award'. This helps them to make thoughtful choices.

Children in the early years get off to a positive start. They settle quickly, build positive relationships and develop the foundations they need for future learning. Pupils with special educational needs and/or disabilities are supported with care and patience. Pupils, including disadvantaged pupils, have their barriers to learning and wellbeing reduced by knowledgeable staff who make suitable adaptations and provide tailored support.

Pupils achieve well and make suitable progress from their starting points. Pupils enjoy learning different subjects. Pupils engage well in the curriculum that is broad, interesting and prepares them well for their next steps. They talk proudly about their learning and enjoy exploring new ideas and practising important skills. Pupils are included in all aspects of day-to-day school life. They value opportunities to take on leadership roles. School councillors make important decisions including changes to the school menu and names of house teams. Pupils make a valuable contribution to the local community by visiting the local

church and taking part in events throughout the year, including May Day celebrations and the remembrance service.

Next steps

- Leaders should ensure that the curriculum is of consistently high quality across subjects and year groups and takes account of mixed-age classes.
- Leaders should ensure that staff have the necessary training and support to ensure the curriculum is taught consistently well
- Leaders should ensure that staff have consistently high expectations for pupils to achieve well by providing sufficient challenge for more able pupils, enabling them to make the rapid progress of which they are capable.
- Leaders should ensure that gaps in pupils' writing knowledge are consistently identified and addressed for pupils in key stage 2, so they write with greater accuracy.

About this inspection

The school is part of the Ribblesdale Federation of Schools.

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

This inspection took place on 29 and 30 September 2026.

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

Inspectors spoke with the executive headteacher, assistant headteacher, inclusion lead and early years leader during the inspection. They also spoke to members of the governing body including the chair, the local authority school improvement advisor and a representative from the diocese.

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 Leeds. Its last section 48 inspection was September 2022.

The school currently uses no alternative provision.

The school has undergone a significant change since the last inspection. The executive headteacher has been in post since January 2023.

At the time of the inspection, there were 53 pupils on roll. The school's capacity is 84 pupils.

Executive Headteacher: Catherine Maddocks

Lead inspector:
Nicola Beaumont, His Majesty's Inspector

Team inspector:
John Davie, 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 29 September 2026

School and pupil context

Total pupils

53
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: 268

School capacity

84
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)

14.89%

Below average

What does this mean?

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

National average: 26.5%

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

0.00%

Well below 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: 4.1%

Pupils with special educational needs (SEN) support

15.09%

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

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	25%	62%	Below
2023/24 (final)	83%	61%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	75%	Below
2023/24 (final)	83%	74%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	38%	72%	Below
2023/24 (final)	83%	72%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	74%	Below
2023/24 (final)	83%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24		46%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24		62%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	59%	S

Year	This school	National average	Compared with national average
2023/24		58%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24		59%	

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24		67%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24		80%	

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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24		78%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24		79%	

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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
2025/26 (1 term)	4.9%	5.1%	Close to average
2024/25 (3 term)	4.4%	5.2%	Below
2023/24 (3 term)	4.9%	5.5%	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
2025/26 (1 term)	7.0%	14.4%	Below
2024/25 (3 term)	7.1%	13.0%	Below
2023/24 (3 term)	11.6%	14.6%	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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