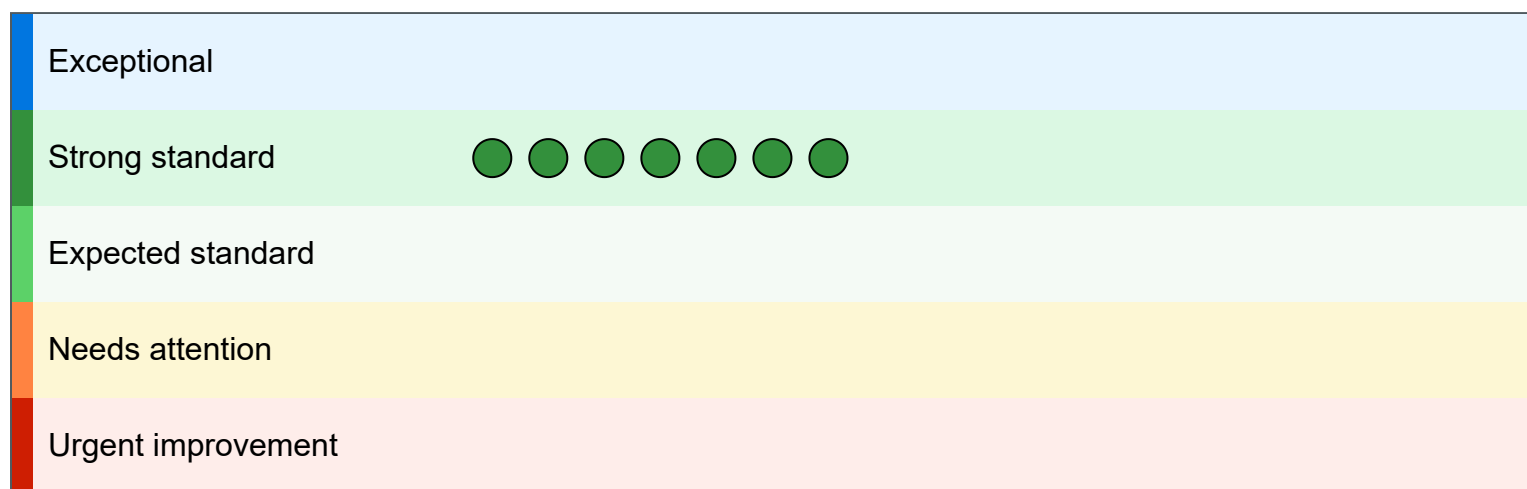


# Lee Brigg Infant and Nursery School

**Address:** Lee Brigg, Altofts, Normanton, West Yorkshire, WF6 2LN

**Unique reference number (URN):** 142359

## Inspection report: 10 March 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.

## Strong standard ●

### Achievement

Strong standard ●

All pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, achieve highly. Pupils make secure and accelerated progress as they move through the curriculum from the early years into key stage 1. Work in pupils' books, including phonics, handwriting and early mathematics, shows that pupils build and apply secure core knowledge over time. Pupils in all year groups show secure writing skills, confidently applying the knowledge they have learned.

Published outcomes remain consistently above national averages. The school's three-year phonics average is 93%. These outcomes reflect the impact of the well-sequenced early reading curriculum and effective teaching that starts in the early years. Staff identify barriers early and provide support that matches pupils' needs. Pupils are well prepared for the next stage of learning due to the high-quality and expert implementation of the curriculum.

### Attendance and behaviour

Strong standard ●

Attendance is a significant strength of the school. Leaders have established a calm, respectful and inclusive environment. They continually refine their approach so that excellent attendance is sustained for all pupils. Overall attendance and attendance for disadvantaged pupils is significantly above national average. When individual pupils face challenges, leaders are understanding and act with care. Bespoke arrangements help to support any pupils who may need additional support at the start of the day. As a result, pupils access the school day successfully.

Pupils demonstrate highly positive attitudes to learning and show exemplary behaviour across the school. They settle quickly to tasks, share resources sensibly and concentrate for sustained periods. Pupils are kind, considerate and polite. They are keen to help each other and consistently reflect the school values of being kind and respectful.

Pupils feel known, valued and well supported. Bullying and discriminatory behaviour are not tolerated. When concerns arise, staff act quickly and consistently. They apply the school's behaviour policy consistently and fairly. Rewards and consequence systems are well understood by all. Pupils take pride in their work and contribute extremely positively to school life.

### Curriculum and teaching

Strong standard ●

Teaching across the school is of a consistently high quality. Staff explain new ideas clearly and model learning well. They use established routines that help pupils to work with confidence. Teachers expertly select resources in lessons to support pupils to understand new concepts and become increasingly independent. In the early years and key stage 1, adults reinforce key knowledge such as phonics accuracy, mathematical language and fine-motor skills, with precision. Pupils reread sentences to build fluency. Embedded routines such as daily mathematics focused on number work, strengthen pupils' recall of essential number facts.

Leaders have a sharp and detailed understanding of the quality of the curriculum and teaching. They are adept at ensuring that the curriculum is ambitious, broad and well-ordered across subjects and phases. Leaders make informed decisions that improve the provision. For example, they check that teachers have secure subject knowledge and provide coaching that develops expertise. As a result, pupils learn to secure with vital knowledge in reading, writing and mathematics, including vocabulary development.

Teachers use assessment particularly well to identify gaps and target support for pupils who need further help. This includes support for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Individual timetables and carefully tailored interventions help pupils with SEND to make progress through the curriculum and achieve high-quality outcomes alongside their peers.

## Early years

Strong standard 

Children thrive in a stimulating and purposeful early years environment both indoors and outdoors. Staff build warm relationships and use high-quality interactions to extend children's thinking, language and vocabulary. Children talk confidently about what they are learning. They make links to what they already know and show curiosity when exploring activities such as balancing and weighing sand.

The curriculum is carefully designed and sequenced from the Nursery Year to the end of the Reception Year. Clear milestones help every child make secure progress through the curriculum across all areas of learning. Communication and language sit at the heart of the curriculum. Staff plan regular opportunities for children to practise new vocabulary and develop confident speaking and listening skills. The teaching of early reading is a clear priority. In the Reception Year, children learn phonics from the start. They use this knowledge to begin reading and writing with increasing accuracy.

Provision for 3-year-old children is calm, well organised and skilfully delivered. Staff adapt learning carefully to meet children's starting points. This includes children with special educational needs and/or disabilities. As a result, children feel safe, make healthy choices and develop their independence. Leaders know the strengths of the early years well. They continually adapt practice to further develop and enhance the provision. Strong partnerships with parents and carers, including learning overviews, phonics updates and shared learning, help children to be ready and confident for their move into Year 1.

## Inclusion

Strong standard 

This truly is a school for everyone. Highly trained staff implement a wide range of well-considered strategies to ensure that all pupils access an education that meets their needs. Leaders identify pupils' individual needs early and accurately. They reduce barriers to pupils' learning through thoughtful adaptations, high-quality teaching and well-tailored provision. They work closely with external professionals, including educational psychologists and speech and language therapists, to shape this support. Staff work closely with families to help to understand each child's strengths and barriers. When pupils are identified as needing additional support, key information from both teachers and parents and carers is captured and used to inform this provision. This includes specific 'if... and when...' strategies so that all staff understand how best to support each pupil.

The 'cloud room' provides a calm, structured environment. Pupils with autism benefit from visual timetables, communication symbols and sensory activities. Staff plan personalised timetables, including targeted interventions, so that pupils receive strategies that work best for them. Pupils who struggle to manage their emotions receive timely support from staff.

Leaders monitor pupils' progress from their starting points carefully. They check that interventions make a difference. Pupil premium funding strengthens the school's focus on communication, emotional readiness and character development. This ensures that support is 'vital to some and valuable to all'.

## **Leadership and governance**

**Strong standard** ●

Leaders provide clear direction and a well-shaped vision that drives the continuous development of the curriculum and day-to-day practice. Their focus on doing the basics well is clearly evident in classrooms. Leaders regularly check that consistent routines, high expectations and secure subject knowledge are embedded across the school. They use assessment thoughtfully to identify gaps early. Pupils who need extra help receive it quickly.

Leaders at all levels know the school well. They have an accurate understanding of the school's strengths and how to continue to support its work most effectively. Governance is highly effective, their oversight is rigorous and supportive. Governors and trustees challenge leaders appropriately. They monitor resources closely to secure long-term stability and ensure that their statutory duties are met. Regular trust involvement and oversight and cross-school collaboration help leaders to make well-informed decisions that are rooted in what is best for pupils. This is particularly true for pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged and those who face additional barriers.

Leaders' actions to manage workload and wellbeing have created a positive, collaborative culture. Staff feel valued and well supported through trust-wide wellbeing initiatives and a clear alignment with school priorities and their professional development. Staff receive high-quality professional learning which has a positive impact on whole school improvement. Leaders' commitment to inclusion, achievement and high-quality provision for pupils with SEND and those who are disadvantaged is deeply embedded.

## **Personal development and wellbeing**

**Strong standard** ●

Leaders place pupils' personal development and wellbeing at the centre of their work. From the earliest stages, staff establish routines that promote independence. This includes pupils managing outdoor clothing and equipment in the early years. Embedded routines provide a calm and structured start to each day. Activities such as journaling, mindful moments and affirmations help pupils to manage their emotions and approach learning with confidence. The school's warm, nurturing culture ensures that each pupil feels known, valued and extremely well supported. Staff prioritise positive relationships, creating an environment where pupils thrive socially and academically. Carefully planned enrichment, outdoor learning and community links deepen pupils' understanding of the world and foster their curiosity, resilience and kindness in their approach to school life.

Leaders ensure that an age-appropriate personal, social and health education curriculum is provided. Pupils learn how to stay safe online and offline, understand healthy relationships and make informed choices about their physical and mental health. Staff receive regular training so that content is taught sensitively and effectively.

Pupils are given the opportunity to reflect on their beliefs, respect others people's values and to understand right and wrong. The curriculum promotes cooperation and supports pupils to resolve disagreements.

Pupils take an active part in school and community life. Staff encourage less confident pupils to take on roles of responsibility. Initiatives such as the school parliament and 'bump buddies' enable pupils to develop their leadership and social skills. Pupils also engage thoughtfully with cultural diversity, heritage, democracy and creative opportunities. A rich programme of clubs, trips and workshops broadens their experiences and nurtures their talents and interests. Pupils 'skills for life' experiences further strengthen pupils' wider development and prepares them extremely well for their future life. Leaders track participation closely and work proactively to secure engagement all pupils including those who are disadvantaged.

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

Pupils at Lee Brigg Nursery and Infant School learn in a warm, inclusive and ambitious environment. They feel safe, happy and are eager to take part in school life, attending school regularly. Staff establish calm and consistent routines from the start. This helps children grow in confidence and independence. Classrooms and early years spaces are purposeful. Pupils enjoy learning because adults explain ideas clearly, ask thoughtful questions and make learning fun. Adults model kindness and respect. Pupils follow their example. They behave extremely well and treat each other with care and fairness. Bullying is rare. If concerns do arise, staff act quickly and consistently.

A tangible sense of belonging is clear throughout the school. Staff know pupils well. They build trusting relationships that help every pupil to feel valued. Celebrating and including everyone is central to daily practice. Pupils with special educational needs and/or disabilities receive personalised support in lessons and in spaces such as the 'cloud room'. Clear timetables and structured routines help them to feel settled and ready to learn.

Staff set ambitious expectations for every pupil. Teachers skilfully adapt lessons so that pupils access a broad and coherent curriculum. Securing pupils' skills in phonics (letters and the sounds that they represent), early writing and number are central to the school's curriculum. Adults address misconceptions straight away. Pupils' work demonstrates pride and growing independence.

Pupils thrive as a result of the school's extensive personal development programme. Through the curriculum, assemblies and their 'skills for life' experiences, pupils learn how to stay healthy, manage their emotions and understand how fairness and equality is protected by law. Clubs, trips, leadership roles and community projects build pupils' confidence and

social responsibility. They feel included and inspired in a caring school community. Pupils achieve well and grow as confident young learners during their time at the school.

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## Next steps

- Leaders should continue to strengthen the assessment and monitoring systems used so that they precisely identify need, track impact and ensure that disadvantaged pupils consistently thrive, make strong progress and achieve the highest possible outcomes across the curriculum.
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## About this inspection

This school is part of the Waterton Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Dave Dickinson, and overseen by a board of trustees, chaired by Steve Johnson.

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, head of school, senior staff, teachers, support staff, pupils and some parents and carers during the inspection. They also spoke to representatives from the board of trustees and academy standards committee.

The inspectors confirmed the following information about the school:

The school does not currently use alternative provision.

Executive Headteacher: Luke Welsh

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### Lead inspector:

David Milligan, Ofsted Inspector

### Team inspectors:

Karen Smith, Ofsted Inspector

Andy Taylor, 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 10 March 2026

## School and pupil context

### Total pupils

**151**

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

**135**

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)

**13.27%**

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

**3.97%**

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**

**2.65%**

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).

### **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)	3.9%	5.2%	Below
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	3.4%	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)	9.9%	13.3%	Below
2023/24 (3 term)	10.7%	14.6%	Below
2022/23 (3 term)	4.6%	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.

**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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