

Ormskirk West End School

Grimshaw Lane, Ormskirk, Lancashire L39 1PA

Inspection dates

12–13 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Strong leadership by the headteacher has provided a clear direction and driven improvement during a period of instability in staffing. His determined actions have improved the quality of teaching. The majority of pupils are now making good progress across a range of subjects.
- Teaching is effective. Occasionally, in key stage 2 teachers do not challenge the most able pupils to achieve to their best.
- The curriculum offers rich experiences that capture pupils' interest and enthusiasm. Pupils' knowledge and skills in a wide range of subjects are good and improving.
- Governors have a wide range of skills. They are supportive of the school and contribute to its continuous improvement.
- The progress of disadvantaged pupils is good and improving because of the effectiveness of the support offered by the school.
- A strong culture of safeguarding exists throughout the school.
- Attendance rates have improved, including those of disadvantaged pupils, because of leaders' effective actions.
- Pupils' progress in writing is good. However, at times pupils do not apply their knowledge of spelling punctuation and grammar, or confidently use a wide enough range of vocabulary in their writing.
- Subject leaders, who are relatively new to their roles, have not had the time to monitor the improvements to the curriculum or their impact on pupils' progress and attainment.
- Pupils demonstrate positive attitudes to their learning. Strong relationships exist between teachers and pupils. These contribute to pupils' growing confidence and the quality of learning. Behaviour is good.
- Children in the early years make good progress. Increasing numbers of children are attaining a good level of development by the end of Reception.
- Good quality professional development and training has contributed to the improved quality of teaching.
- Pupils with special educational needs and/or disabilities (SEND) are well supported. They make good progress from their starting points.

Full report

What does the school need to do to improve further?

- Further improve pupils' progress in writing, by:
 - developing pupils' confidence to use a wider range of interesting vocabulary,
 - ensuring that pupils accurately apply their knowledge of spelling, punctuation and grammar.
- Strengthen leadership and management by ensuring that new subject leaders check effectively on the difference that changes to the curriculum are having on pupils' attainment and progress.
- Improve outcomes even further in key stage 2 by ensuring that the most able pupils are challenged to make the progress that they are capable of in reading, writing and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders' actions have addressed the inconsistency in pupils' achievement caused by a number of staff changes since the last inspection. Staff are positive about the difference that the headteacher has made to the learning culture and direction of the school.
- Senior leaders know the school well. They have an accurate understanding of where Ormskirk West End Primary is on its improvement journey. Senior leaders' implementation of consistent systems and procedures mean that teachers are more aware of what is expected of them and what they need to do to reach leaders' ambitious goals. This improved accountability has been key to the improvements in the quality of teaching and learning.
- Leadership of teaching and learning in English and mathematics is strong. Leaders know their subjects well and use thorough and systematic checking procedures to drive improvements. Subject leaders for English and mathematics use professional development opportunities well to improve the teachers' skills and confidence in teaching these subjects. As a result, the quality of teaching in both subjects has improved, which in turn has led to pupils making strong progress.
- Leadership of subjects other than English and mathematics is developing. Subject leaders have identified the key skills and knowledge to be taught to each year group during the year. They have also started to establish links with industry and other professionals to enhance the curriculum offer available to all pupils. Positive changes to some subjects, such as history and geography, have enabled teachers to draw upon local resources to ensure that pupils' learning is meaningful and interesting. However, some subject leaders are new to their role and at the time of the inspection had not evaluated the impact of recent changes to the curriculum on pupils' learning.
- A broad range of opportunities for curriculum enrichment contribute to pupils' spiritual, moral, social and cultural development. Pupils elected to the school council respond positively to the responsibility for sharing the views of their classes. Pupils enjoy the opportunity to support charities and to share their musical talents with the community. British values are woven into aspects of the school's work. As a result of the curriculum they receive, pupils gain a particularly good understanding of democracy and tolerance of different faiths. Pupils' understanding of the rule of law is promoted well. For example, Year 6 pupils enjoy an annual visit to the local magistrates' court.
- The majority of staff feel valued and are positive about the leadership of the school. They value the training and guidance that they receive to develop their teaching and leadership skills.
- As a result of an external review of pupil premium grant, leaders now use this additional funding far more effectively. Leaders are much more adept at identifying the barriers to pupils' learning and have introduced appropriate pastoral and academic support to help pupils overcome any challenges that they may face. This clearer focus on the needs of disadvantaged pupils ensures that these pupils make good progress from their starting points.

- The funding for pupils with SEND is used effectively. The special educational needs coordinator (SENCo) is passionate and determined in her role to improve the progress and attainment of these pupils. The SENCo has made good use of external support to establish appropriate strategies to support pupils' learning. Through this effective support, current pupils with SEND are making good progress from their starting points.
- The physical education (PE) and sport premium for primary schools is used well. Leaders have made considerable investment in the school environment to successfully encourage greater participation in PE and sport. Professional development for staff means that they are now more confident about their teaching of this subject. There is a wide range of sports and after-school clubs for pupils to participate in. Pupils who spoke with the inspector value these opportunities and attendance at them is high.

Governance of the school

- Governance has strengthened since the previous inspection. The new chair of governors provides an excellent role model for her colleagues. She liaises closely with senior leaders and provides an effective balance between support and challenge.
- Governors share a common vision for the school, which is understood by senior leaders and staff. Governors have a good overview of the school's strengths and weaknesses. They gain a deep insight into what is happening in school by asking probing questions about the impact of leaders' actions on pupils' progress. They receive detailed information from a variety of sources, including external quality assurance professionals and pupils' feedback. Governors use this information to hold leaders stringently to account. Members of the governing body have provided resolute support to senior leaders over staffing issues. Difficult decisions have not been avoided. Their much-improved understanding of pupils' performance information means that they are better informed about the progress of different groups of pupils. They check that the pupil premium funding is used to best effect.
- Governors are keen to ensure that there is a good balance of expertise on the governing body and have identified a governor to oversee an audit of skills and identify future training needs. The governing body ensures that the school gives value for money and that decisions about spending are taken in consideration of the main priorities for school improvement. Governors meet their statutory responsibilities.

Safeguarding

- The arrangements for safeguarding are effective. Leaders have created a strong culture of safeguarding in which pupils feel safe and valued. Parents agree with this view. The school's procedures and practices are fit for purpose. Safer recruitment processes are secure, ensuring that only suitable people are recruited to work with pupils.
- Leaders provide effective training and regular information updates to ensure that all staff are fully aware of their responsibilities to safeguard pupils. Because of the high-quality training that they receive, staff know how to recognise the signs and symptoms of abuse. Staff are very clear about the school's procedures for reporting and recording any concerns that they have regarding the safeguarding of pupils. Leaders are

tenacious, but also sympathetic, in their work to protect the small numbers of vulnerable pupils.

Quality of teaching, learning and assessment

Good

- Leaders have taken effective action to improve the quality of teaching, learning and assessment since the last inspection. Overall, pupils now benefit from effective teaching that allows them to make good progress in a range of subjects.
- The teaching of mathematics is good. The focus on improving pupils' fluency and speed of recall of important mathematical facts is effective. Consequently, pupils can deal with larger and more complex numbers with increasing confidence. Pupils gain a better understanding of calculation strategies through the opportunities provided to extend their skills of reasoning and problem-solving. Teachers routinely encourage pupils to explain their thinking. Teachers typically use information from their assessment of pupils' skills and knowledge to match work to the ability of most pupils. However, at times, the most able pupils in key stage 2 do not get the challenge that they need to make the progress of which they are capable. Teachers sometimes do not extend most-able pupils' use of mathematical vocabulary or help them to work at a greater depth.
- The teaching of writing has improved, especially in key stage 1. In key stage 2, effective training for teachers in the use of assessment to inform planning means that they are raising their expectations of what pupils can achieve. Teachers make good use of imaginative links to a broad range of subjects to provide pupils, including those who are disadvantaged, with opportunities to develop and apply their writing skills. As a result of better teaching, pupils are producing quality pieces of writing. Pupils include simple detail and description to create atmosphere and mood in their stories. They also include the appropriate features of different types of writing, such as letters and instructions. However, teachers sometimes do not ensure that pupils, especially the most able, apply their skills of spelling and grammar and use interesting and more complex words to enrich their work.
- The teaching of reading is effective. The teaching of phonics has been reviewed and improved so that it is now good. Pupils apply their phonic skills effectively to their reading. Teachers ensure that older pupils read a range of books by a variety of authors and that they understand the difference between fiction and non-fiction. The focus on reading for understanding is evident in Years 5 and 6 where pupils read fluently. Here they have an accurate understanding of what they have read. Pupils read with expression. However, pupils have a less-developed understanding of more complex vocabulary.
- Teaching assistants across the school work effectively to support pupils, including those with SEND. Effective strategies ensure that pupils with SEND have equal access to the curriculum and cover the same topics as others. Teachers match the demands of work accurately to their assessments of pupils' learning needs to promote good progress.
- Teachers develop pupils' skills effectively by providing appropriate opportunities for them to apply their learning across the curriculum, such as through the creation of mathematical charts and tables to record their observations in science. In history, older pupils in key stage 2 apply their knowledge of writing structures and what they have

learned through class reading to produce thought-provoking accounts of soldiers' lives in the Second World War.

- Teachers' effective questioning helps pupils to extend their knowledge and learn from any misunderstanding. Pupils of all abilities recognise the importance of this in helping them to become independent and confident learners.
- Teachers expect pupils to behave well in lessons and have effective strategies to deal with the few occasions when there is misbehaviour. As a result, pupils are engaged in their lessons and have positive attitudes to learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils feel safe in school and understand how to look after themselves because they are taught about personal safety including, for example, lessons on road and water safety. They understand how to stay safe when searching for information on the internet and when working in the outdoor environment, for example when making shelters.
- Inspection evidence shows that the rare incidents of bullying and poor behaviour are well managed by leaders. Pupils involved in any incidents are appropriately guided to change and modify their behaviour.
- Pupils value the support and encouragement that they receive from their teachers. They develop the self-confidence and independence to be successful learners. Pupils are particularly appreciative of the clarifications and reminders from staff about past learning. Pupils described lessons as 'fun' and enjoy the links teachers make to other subjects. Presentation in their books is sometimes untidy, but as they move through the school, pupils show a growing sense of pride in their work.
- Pupils benefit from several clubs and visits that the staff provide. Pupils appreciate the range of sports clubs and the variety of special subject-focused days. These activities, along with regular opportunities to support various charities and to learn about other faiths, enhance and enrich pupils' spiritual, moral, social and cultural development.
- There are opportunities for pupils to take on positions of responsibility in the school. These include becoming a member of the school council. Pupils elected to these roles, and those selected to be head boy and girl, carry out their duties with pride and to good effect.

Behaviour

- The behaviour of pupils is good. Pupils are attentive in class and learning is rarely disrupted by poor behaviour. Pupils conduct themselves sensibly around the school. They are welcoming to visitors and are polite and friendly to adults and to each other.
- Pupils spoken to during the inspection were clear about the school's systems for promoting good behaviour. They have confidence in the staff to deal effectively with the rare incidents of poor behaviour.

- Pupils' attendance last year continued to rise towards the national average because of leaders' effective actions. The headteacher has established a series of robust and rigorous systems and procedures to address attendance, punctuality and persistent absence. Staff celebrate good attendance in weekly assemblies. Letters are written to parents to support them to understand the importance of regular attendance.

Outcomes for pupils

Good

- Leaders and governors took decisive action following the last inspection to improve pupils' outcomes. Their actions included the appointment of new teachers and leaders who have brought about improvements to the quality of teaching and learning. Success is evident in improvements in pupils' progress and attainment in the national assessments in key stages 1 and 2. As a result of better teaching, pupils are well-prepared for their next stages of education.
- Work in pupils' mathematics books and school records show that progress is good. Pupils' knowledge and skills are secure, and they are developing a deeper understanding of calculation processes. Pupils across the school are beginning to draw on their increasing mathematical knowledge and understanding to explain their thought processes, especially in Years 5 and 6. Elsewhere in school, though, pupils' explanations sometimes lack detail.
- Pupils make good progress in writing. Pupils in key stage 1 develop their use of the language and simple vocabulary to produce a range of different text styles, such as traditional stories. Older pupils write using more emotive language to help them produce cohesive pieces of writing. However, at times the quality of their work is marred by errors in grammar, spelling and a limited range of vocabulary.
- Pupils read with fluency and comprehension that is appropriate to their age and ability. Most use their knowledge of phonics effectively to read unfamiliar words. Over time, an increasing proportion of pupils have achieved the required standard in the Year 1 phonics check. In 2018 this culminated in all Year 1 pupils reaching the required standard. Older pupils enjoy reading and read a wide range of literature. They make good progress from their starting points.
- Attainment for disadvantaged pupils was previously not as strong as that of other pupils nationally. Through an external review of pupil premium funding and the actions arising from it, teaching has improved to provide appropriate support for these pupils. As a result, most disadvantaged pupils make good progress.
- Pupils with SEND make good progress from their starting points because they benefit from carefully planned interventions and well-sequenced learning activities. Increasing numbers of pupils with SEND are working at similar standards to their peers.
- Most-able pupils make stronger progress in key stage 1 than in key stage 2. However, at times in some year groups in key stage 2, some of the work that is provided for them is not challenging enough for them to develop their knowledge and understanding at greater depths or the higher standard. As a result, their progress is inconsistent across different year groups.
- Pupils acquire appropriate knowledge, understanding and skills in a range of subjects other than English and mathematics. For example, in Years 3 and 4, good teaching in

art enables pupils to learn about the style and techniques used by Salvador Dali. In Years 5 and 6, a strong focus on appropriate geographical vocabulary, the use of photographs of buildings and natural features enables pupils to deepen their understanding of physical and human geography.

Early years provision

Good

- Children enter the early years with skills and knowledge that are broadly in line with those typical for their age. Leaders' assessment records and work in children's books show that the proportion of children working at a stage of development comparable to their age is increasing. Through good teaching, children make good progress and are well prepared for Year 1.
- Children benefit from teachers' high expectations, especially in the development of phonics. Lower-attaining children form recognisable letters and attempt to write their own names and single words. Middle- and higher-attaining children write simple sentences but sometimes forget to include a full stop.
- The few children who are disadvantaged make good progress from their starting points, particularly in phonics and the development of speech and language, because of the quality of teaching and guidance they receive.
- Leaders identify and support the small numbers of children with SEND effectively. Children are quickly assessed on entry into the early years class and receive appropriate additional help from trained staff. This effective practice helps to ensure that these children make good progress from their starting points.
- Leaders involve parents in their children's education in various ways, including workshops that explain the school's teaching methods. Staff meet with parents before children start in the Reception class to ascertain the children's needs and establish whether any additional support is needed. This ensures that transition into the early years is managed effectively.
- Effective partnerships and planning between the early years teacher and teaching assistant result in good-quality teaching. Many opportunities are provided for children to apply their learning to a range of indoor and outdoor activities. For example, following a discussion about three-dimensional shapes, children were encouraged to use the names of shapes in junk-modelling activities and a shape-hunt outside.
- Teachers plan activities and tasks carefully so that they enthuse children and meet their needs and interests. Reception children listen carefully to instructions. Staff use questioning and a wide range of experiences to assess and broaden children's knowledge, for example when learning about shape properties. Staff intervene to address misconceptions, enabling children to develop their understanding. However, for some children, there is not enough challenge to develop their knowledge and understanding at greater depths.
- Children's behaviour and their attitudes to learning are good. They are confident in exploring activities indoors and outside, demonstrating that they feel safe. There are no breaches of the welfare requirements. Staff follow and know the safeguarding procedures and policies well that are applicable to the whole school.

- Leadership is effective. The leader of the early years understands the strengths and weaknesses of provision and is keen to secure improvements. She has benefited from training provided by local authority officers that has sharpened her focus and use of assessments and observations.

School details

Unique reference number	119282
Local authority	Lancashire
Inspection number	10087844

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	Barbara Stevens
Headteacher	Phil Clarke
Telephone number	01695 574 375
Website	www.ormskirkwestend.lancs.sch.uk/
Email address	head@ormskirkwestend.lancs.sch.uk
Date of previous inspection	2–3 March 2017

Information about this school

- This school is much smaller than the average-sized primary school.
- The number of pupils on roll has decreased by around 10% since the last inspection.
- The proportion of pupils supported by the pupil premium funding is lower than the national average.
- The vast majority of pupils are White British. The proportion of pupils speaking English as an additional language is below the national average.
- The proportion of pupils with SEND is slightly below the national average.
- The proportion of pupils who have an education, health and care plan is broadly at the national average.
- The school has been supported by advisory staff from the local authority.

Information about this inspection

- The inspector observed learning in all classes and in a range of subjects, and scrutinised pupils' work. Some of these activities were carried out jointly with the headteacher.
- The inspector listened to some pupils read.
- Observations were made of pupils' behaviour at the beginning of the day, at lunchtime, at breaktime and in the classroom.
- The inspector met with pupils, formally and informally, to listen to their views.
- Meetings were held with the senior leaders, subject leaders, teachers, members of the governing body and representatives of the local authority.
- The inspector scrutinised a wide range of documentation. This included information about pupils' attainment and progress, the school's self-evaluation and the school's improvement plan. The inspector considered records relating to teaching and learning, pupils' attendance and behaviour and the safeguarding of pupils. A scrutiny of the website was also undertaken.
- The inspector considered the views of parents through informal and formal meetings, the school's own parent surveys and 49 responses received through the free-text facility on Parent View, Ofsted's online survey. The inspector also considered the responses of 18 pupils and 16 staff to their respective surveys.

Inspection team

Ian Shackleton, lead inspector

Ofsted Inspector

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