

Over Kellet Wilson's Endowed Church of England Primary School

School Lane, Over Kellet, Carnforth, Lancashire, LA6 1BN

Inspection dates

1–2 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils, including the most-able pupils, make good progress from their starting points in all key stages. Attainment by Year 6 is above average and progress is typically good.
- Disabled pupils, those with special educational needs and pupils known to be eligible for free school meals make good progress because the school takes exceptionally good care of individuals, particularly those whose circumstances make them more vulnerable.
- Teaching is good and helps pupils to achieve well. Classrooms are busy and purposeful and teachers expect a great deal of pupils. Relationships between staff and pupils are highly supportive.
- Pupils' behaviour is exemplary in lessons and around the school. Pupils love to learn. They particularly enjoy finding things out for themselves, and working on their own projects.
- Pupils are excited by the well-planned stimulating topics that the school chooses to build the learning around, such as the Rain Forest, the Victorians and the Second World War. Pupils get a great deal out of the educational trips relating to the topics.
- The headteacher, leaders and governors are strongly committed to ensuring the best education and wider opportunities for pupils. They are ambitious for the school and successful in maintaining good achievement and teaching.
- Leaders and governors are highly committed to caring and supporting every child. The warm family atmosphere is underpinned by strong Christian values.
- The school is an important part of the local community and parents are highly supportive of the school.

It is not yet an outstanding school because

- Progress in writing and mathematics, although good overall, is not as consistently strong as in reading.
- Not enough teaching is outstanding.
- Provision in the Reception class is not outstanding.

Information about this inspection

- The inspector observed nine part-lessons. All of these were carried out jointly with the headteacher. The inspector analysed pupils' work in their books with the headteacher. The inspector listened to children reading.
- Discussions were held with staff, pupils, governors and a representative of the local authority.
- Documents looked at included the self-evaluation summary, improvement plans, information on pupils' progress, records of pupils' behaviour and attendance, documents relating to safeguarding and minutes of governing body meetings.
- Parents' views were taken into account through the 41 responses to Parent View (the Ofsted on-line questionnaire). The inspector held conversations with parents and carers as they brought their children to school in the morning of the first day of the inspection. One letter from a parent was received by the lead inspector.

Inspection team

Gillian Salter-Smith, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than an average-sized primary school.
- Only a very small proportion of pupils are supported by the pupil premium. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- Almost all pupils are of White British heritage.
- A well-below average proportion of pupils are supported through school action. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards that set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding and pupils' progress accelerates further in mathematics and writing by:
 - providing even more activities that stimulate children's imaginations and interests so that they have plenty of exciting things to talk and write about
 - in mathematics lessons, using more activities where pupils grapple with practical problems that are meaningful to them, particularly in Key Stage 2
 - making more imaginative use of teaching assistants in lessons so that pupils of all different abilities make maximum progress at all times in lessons.
- Improve the provision in the Reception class further by:
 - developing children's imagination and language further by making the role-play areas and the outdoor area more extensive and stimulating
 - making sure that all adults, through good questioning, help children to explore their imaginations and talk through their ideas so that they have plenty to write about
 - giving parents better access to the comprehensive record of their children's learning and development.

Inspection judgements

The achievement of pupils is good

- Most pupils make good progress from their starting points, including more-able pupils. Children make good progress in Reception. The extended period of induction helps them to settle down exceptionally well so they are busy and determined learners as soon as they get to school. By the end of Reception almost all children reach the levels of development expected, with a good proportion exceeding them. Children's development in writing is not as consistently strong as other areas of learning.
- In Key Stage 1, pupils continue to make good progress. In 2012, the results of the end of Key Stage 1 assessments dipped uncharacteristically because there were too few pupils gaining the above average Level 3 in reading, writing and mathematics. The school took swift action to accelerate progress and in 2013, results were back to above average.
- In 2013, all pupils passed the national test for early reading skills because the teaching of these skills is very well organised. Frequent assessment of children's and pupils' progress ensures that all make optimum progress. Weaker readers across the school are supported very well indeed. They read to an adult every day that they are in school and get plenty of extra support in improving their reading skills. Across the school, pupils develop a love of reading.
- Progress in Key Stage 1 mathematics is at least good because teachers use plenty of practical activities that help pupils to understand difficult concepts and there is very good emphasis on learning and using the technical language of the subject correctly. Progress in Key Stage 1 writing is good overall with pupils enjoying writing about exciting books and topics.
- Pupils continue to make good progress throughout Key Stage 2. Attainment is on an upward trend so that, in 2013, attainment was above average with reading and mathematics stronger than writing. Attainment in spelling, punctuation and grammar in 2013 was above average. Progress, although good overall, fluctuates between year groups and from year to year in writing and mathematics. Progress is consistently good in reading.
- In Key Stage 2, teachers do not use practical 'hands-on' mathematical activities that capture pupils' imaginations very often. Pupils do not get the chance to grapple with difficult concepts so often.
- Key Stage 2 pupils thoroughly enjoy writing about topics that they find highly stimulating. This was seen in their well-presented and sometimes passionate arguments on why destroying the Rain Forests may not be a good idea. They particularly enjoy carrying out their own research into topics of their choice. There is scope to broaden further the opportunities for pupils to write about topics that really interest and stimulate their imaginations.
- The small numbers of pupils known to be eligible for free school meals, disabled pupils and those with special educational needs make good progress. Staff are very well aware of these pupils and their differing needs. Teaching assistants and teachers give well-targeted support that develops their learning and independence. Pupil premium funding is well-focused on ensuring these pupils benefit from extra adult support for their learning, access to the full range of opportunities the school provides, and sometimes support for getting to school.

The quality of teaching is good

- Teaching has a positive impact on pupils' progress over time so that they achieve well. There is some outstanding teaching. There is not yet enough to ensure exceptionally good progress consistently across subjects.
- Teachers have well-established positive relationships with pupils so that pupils are calm, settled and ready to learn. Pupils are keen to meet teachers' high expectations of behaviour and learning. Pupils' behaviour in lessons is exceptionally well managed with a good focus on encouraging pupils to work independently.
- Lessons are challenging for most pupils. Learning is well planned and builds on what pupils have

learned before, including where gaps need to be filled. Teachers' questioning often deepens pupils' understanding and ability to think more widely about a problem. In a few lessons, this is not the case and pupils are not encouraged to use their imaginations or think deeply about issues.

- Teaching assistants guide and question pupils very effectively, particularly disabled pupils and those with special educational needs. They encourage good progress alongside developing pupils' ability to learn independently.
- In a few lessons, additional adults are not deployed to best effect to ensure that all pupils learn at the best rate possible. Sometimes, more-able pupils carry out tasks that are mundane and they miss out on accelerating their learning because they follow what is expected of most of the class rather than taking on tasks with additional challenge. Occasionally, some pupils struggle to understand what is being asked of them.
- Pupils' progress is assessed accurately and regularly. As a result, any overall underperformance is recognised quickly and extra support, often given by teaching assistants, helps pupils to get back on track quickly so that they achieve well.
- Pupils' work is marked frequently and pupils benefit from useful guidance on how to improve what they are expected to put into practice.
- The planned curriculum, around topics that excite and interest pupils, helps them to enjoy the chance to find things out for themselves. These opportunities are not yet extensive enough across the curriculum.
- In the Reception class, children enjoy a good balance of exploration and play, alongside well-focused sessions led by adults, all of which help to accelerate progress. Areas planned for children to take on different roles, and the outdoor area, are not always used well enough to develop children's imagination and learning. The comprehensive reports of children's progress held electronically by the school are not yet shared fully with parents throughout the year.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in lessons, at lunchtimes and during assemblies is exemplary. Pupils are courteous, well-mannered and considerate. They respect each other and other adults in the school.
- Pupils are highly enthusiastic learners. They concentrate very hard and persevere in tasks. They love to work on their own projects, finding things out for themselves.
- Parents and staff recognise that pupils are keen to learn and that pupils' behaviour is managed very well.
- Pupils feel very safe in school. They say that bullying is rare. They know what to do should it occur and have every confidence that staff will help them to sort it out. Pupils are well versed on how to keep themselves safe, including when using modern technology.
- Attendance is good. A dip last year is explained by a few pupils with very real difficulties in getting themselves to school. Additional funding was used very well to support disadvantaged pupils so that their attendance improved.
- Many pupils take on additional responsibilities. The school council is highly active in making improvements to the school. Lunchtime and assembly monitors take on their responsibilities with great pride. Older pupils look out for the younger ones at playtimes. Year 6 boys sought help immediately and comforted and settled a much younger pupil who was upset during playtime.
- Pupils love to organise clubs and activities. The eco-club is just one of the activities that they enjoy organising.
- Pupils are encouraged to think deeply about spiritual matters. Assemblies, led by school staff and the local vicar, encourage considerable reflection. In one event organised by parents to encourage astronomy and 'Star Gazing', a young child asked, 'Where is God in that sky?'

The leadership and management are good

- The headteacher, governors and leaders are ambitious for the school. They are successful in their drive for continual improvement in pupils' achievement and the quality of teaching.
- At the same time, they determinedly promote a school with a family atmosphere based on very strong Christian values. The school, the pupils and their families play an important role in the local community.
- Staff know every student and their family very well indeed. They do all that they can to support families and help children to feel happy in school and achieve well.
- Leaders have an accurate view of how well the school is performing. Rigorous checks on pupils' progress and on teaching help to determine how extra adult support is used to encourage better progress and on how best to improve teaching. Class teachers are held closely to account for the progress of the pupils.
- The leadership of Early Years Foundation Stage ensures a safe environment, good learning and that regular assessment of children's progress is used to inform teachers' planning of next steps in learning. The excellent information gathered on children's progress is not yet shared fully with parents.
- Staff training is well-focused on the school's priorities and individual staff needs. For example, training for teaching assistants and staff on early reading skills has resulted in an effective programme that has secured early reading skills very well.
- Staff performance is managed well with rewards given appropriately. Weaker teaching has been supported and improved.
- The curriculum is well planned to ensure good progress in the core subjects. The exciting topics that underpin the learning help pupils to enjoy learning and develop skills as independent learners. These stand them in good stead for the next stage of education.
- Middle leaders take a strong role alongside senior leaders in checking progress and teaching and promoting improvement.
- The local authority provides light-touch support for this effective school.
- Safeguarding arrangements meet current government requirements
- **The governance of the school:**
 - Governors are ambitious for the school. They have a clear understanding of how well the school is performing in relation to the national picture. They know that writing and consistency in the performance of mathematics are a priority. They question the headteacher and senior leaders closely to make sure that actions taken to improve achievement and teaching are effective. Governors are aware of the quality of teaching. They know how performance management is used to reward teachers' good performance, including the headteacher. They are aware of staff who have benefited from additional support. They know how pupil premium funding is spent and the impact it has on this small number of pupils. They are fully up to date with plans for spending the primary school sport funding. From the week of the inspection, extra sporting events mean that more pupils in Key Stage 2 will have the chance to take part in competitive sport. Staff are due to liaise with other small schools in the area to plan how best to share resources to maximise provision and participation.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119614
Local authority	Lancashire
Inspection number	429963

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	Les Saunders
Headteacher	Jo Williams
Date of previous school inspection	6 February 2009
Telephone number	01524 732097
Fax number	01524 732097
Email address	head@wilsons.lancs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

