

# Inspection of a good school: Ormskirk Church of England Primary School

Greetby Hill, Ormskirk, Lancashire L39 2DP

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Inspection dates:

30–31 October 2019

## Outcome

Ormskirk Church of England Primary School continues to be a good school.

## What is it like to attend this school?

Pupils say they love being in school. They are happy, feel safe and become enthusiastic learners. The school provides a nurturing, safe and stimulating environment. Skilled teachers make learning fun and interesting. Parents and carers are extremely pleased with all aspects of the school. They value the 'caring attitudes' of staff and say that, 'Leaders are always thinking about innovative ways to enhance the learning and experiences of children.'

The school welcomes all and is very friendly. Staff value pupils' individuality and talents. They inspire all pupils to aim high and achieve well academically, physically and personally. Pupils grow in confidence and learn useful social and leadership skills. They are proud of their physical achievement, particularly their swimming. Pupils start learning to swim in the Reception class in the school's own pool.

Pupils behave well in lessons. They are keen to share their ideas and answer questions. They take care with their written work and are proud of their achievements. Pupils are polite and considerate around the school. They play together sociably in the school's wonderful outdoor areas. Pupils are not aware of any bullying in school, and they are confident that it would be dealt with fairly if it did happen.

## What does the school do well and what does it need to do better?

The headteacher provides high-quality leadership. He has built morale among staff and is leading improvements successfully. He is supported by a capable senior leadership team and knowledgeable subject leaders. Governors are well informed and support and challenge leaders effectively. Leaders and governors know the school's strengths and weaknesses in depth. They have improved the school since the last inspection and have the knowledge and skills to sustain further improvement.

Senior leaders are extremely well thought of by staff, pupils and parents. Staff say they feel trusted and valued. Parents say, for example, that, 'The headteacher has made

ambitious and positive changes' and 'leaders are always approachable.' Parents find staff 'caring and understanding' and 'passionate about teaching'.

The school's curriculum is broad and stimulating. It develops pupils' personal skills and promotes their achievement in all subjects. Pupils discuss moral issues and are respectful of diverse cultures and faiths. Pupils' learning is enriched through a range of interesting activities and workshops, day trips and residential visits. Pupils enjoy a wide range of after-school clubs.

Subject leaders know their subjects well and lead improvements enthusiastically. Teachers follow the curriculum plans closely. They build on pupils' knowledge and skills systematically over time. Teachers and teaching assistants work together effectively to share ideas and resources.

Children play happily and enjoy learning in the early years. The nursery provision gives children a good start. Children go on to make strong progress in the Reception classes, in all areas of learning. They are motivated by stimulating and well-planned activities indoors and outside.

Early reading and phonics are taught well in the early years and key stage 1. Pupils' achievement in the phonics screening check has improved and is now above average. The majority of pupils read a range of good-quality books fluently. Their achievement in national reading tests is broadly average at the end of Year 2 and Year 6. However, there are a few pupils at the early stages of reading who have reading books that are too difficult for them. This hinders their progress. A love of reading is promoted across the school. Pupils enjoy 'big read' sessions where they can read books of their choice each day.

Leaders have changed the approach to teaching mathematics. The changes are popular with staff and pupils typically say mathematics is now their 'favourite subject after swimming'. Pupils are making stronger progress in mathematics than they have previously. They enjoy solving problems using their mathematical knowledge and skills. However, some pupils cannot recall important mathematical facts automatically and/or apply mathematical methods that are appropriate for their age fluently.

History is another popular subject with pupils. They say that, 'Teachers explain things really well and we have lots of exciting activities.' The history curriculum is planned carefully to reflect the national curriculum and to make the most of the local environment. Pupils can talk in depth about their learning in history.

The support for pupils with special educational needs and/or disabilities (SEND) and medical needs is a strength. Pupils' needs are catered for extremely well, and these pupils are included in all activities. Pupils with SEND make strong progress in their learning and personal development. This provision is valued highly by parents. They say, for example, that 'Staff have high expectations and care for children whatever their special needs.'

The school provides pupils with positive experiences that go beyond the national curriculum. Pupils leave the school as confident individuals who love learning and achieve

well.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff and governors have completed safeguarding training relevant to their role. They are well informed about risks to pupils' safety and well-being. They know what to do if they have any concerns. School records relating to safeguarding and behaviour are extremely thorough and well organised. Leaders take effective action to minimise risks to pupils. Safeguarding policies and checks on staff meet requirements and take account of government guidelines. Safeguarding of vulnerable pupils and pupils with SEND is a strength in the school.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Phonics is taught well. The vast majority of pupils develop effective reading skills in the early years and in key stage 1. They read a range of interesting books. However, a minority of pupils who are at the early stages of learning phonics are given reading books that are too difficult for them. Leaders should make sure that pupils at the early stage of reading have books that match the sounds that they know.
- The school's new approach to teaching mathematics is having a positive impact. Pupils are enjoying lessons and particularly like the focus on reasoning and solving problems. However, some pupils are not yet fluent with key mathematical facts and methods when solving problems. Leaders should continue to support teachers to develop pupils' ability to recall mathematical facts automatically and to apply mathematical methods that are appropriate for their age fluently.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Ormskirk Church of England Primary School to be good on 7–8 January 2015.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	119372
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10058047
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	397
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Richard France
<b>Headteacher</b>	Giles Storch
<b>Website</b>	<a href="http://www.ormskirk-ce.lancs.sch.uk">www.ormskirk-ce.lancs.sch.uk</a>
<b>Date of previous inspection</b>	7–8 January 2015

## Information about this school

- A new headteacher has been appointed since the last inspection.
- In September 2019, governors took over the management of the nursery setting that was previously managed by a private provider. The nursery is located within the school building and caters for children from the age of two to school age. There is also a baby room on the school site, which is run by a private provider and inspected separately.
- The number of pupils on the school's roll has increased considerably in the last three years. Pupils have joined each year group. Some have moved from other local schools and some have moved into the area.

## Information about this inspection

- I met with the headteacher, deputy headteacher, governors and leaders of English, mathematics, history and early years. I had a telephone discussion with the school's adviser from the local authority.
- I considered early reading and phonics, mathematics and history in depth. Inspection activity in these subjects included: evaluation of curriculum planning; visits to lessons; scrutiny of pupils' work; listening to pupils read; discussion with subject leaders, teachers and teaching assistants; and discussions with pupils about their learning in

these subjects.

- I looked at safeguarding procedures and records of safeguarding and behaviour. I spoke with staff and pupils to check their understanding of safeguarding procedures.
- In addition to the subject-focused activity, I checked provision in the early years and for pupils with SEND.
- I looked at school policies and improvement planning.
- I spoke with pupils about school life and their views on teaching and behaviour. I took into account 95 responses to Parent View, Ofsted's online questionnaire for parents, and considered 94 free-text comments. I looked at the 43 responses to the staff questionnaire. There were no responses to the pupils' questionnaire.

### **Inspection team**

Jean Olsson-Law, lead inspector

Ofsted Inspector

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