

Inspection of a good school: Over Kellet Wilson's Endowed Church of England Primary School

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

Inspection date: 24 January 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Wilson's Endowed school is a safe and happy place to be. Pupils enjoy coming to school and they live out the school's motto of knowing, growing and showing together. Pupils, parents and carers describe the school as having a caring, family atmosphere.

Pupils behave well. They get along very well together. Bullying is extremely rare and if it should occur, leaders deal with it swiftly and effectively.

Leaders have high expectations of how pupils should behave and what they can achieve. However, in some subjects, pupils do not achieve as well as they should. This is because in these subjects, teachers are not clear about exactly what pupils should learn and when. Leaders have not ensured that teachers have had sufficient training to deliver some aspects of the curriculum.

Pupils have a range of opportunities to learn outside of their lessons. For example, pupils enjoyed a visit from a hearing dog during diversity week. They made their own products to sell during enterprise week. Pupils enjoy the many visits and visitors during the school's themed weeks.

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

Pupils are polite and well mannered. They move around the school in a calm and orderly way. They are keen to learn, and lessons are not disrupted by poor behaviour.

Leaders have designed an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have thought about the order of

learning so that pupils can build their knowledge effectively on what they already know. Teachers provide some engaging activities. For example, pupils in Year 3 created a battle formation of Roman soldiers in their history lesson. In the early years, children enjoyed learning about Chinese New Year.

In most subjects, teachers regularly check on what pupils know and remember. However, in some subjects, teachers do not understand exactly what key knowledge pupils should learn. This prevents pupils from progressing through the curriculum as well as they should in some subjects.

Leaders have prioritised reading across the school. Pupils enjoy listening to stories and novels. They have access to a range of fiction and non-fiction books. Children's phonics lessons begin as soon as they start school in the early years. However, leaders have not ensured that staff are sufficiently trained in teaching early reading. Teachers do not identify quickly enough when pupils are struggling to learn some sounds. This means pupils do not catch up as quickly as they should when they fall behind in their early reading.

Staff know pupils well. Leaders are quick to identify the needs of pupils with SEND. Leaders work with a range of external agencies to help support these pupils and meet their needs. However, in some subjects, teachers are not clear about how to make adaptations to ensure that pupils with SEND access the curriculum alongside their peers.

Leaders ensure that pupils, including children in early years, have many opportunities to learn beyond the academic curriculum. Pupils learn about life in modern Britain. They said that everyone is welcome at their school. Pupils enjoy the many opportunities to find out about the wider world. These include visits beyond the local area and residential visits. Pupils can take part in a range of after-school activities, including judo, fencing and music clubs.

Leaders, including governors, are clear about what the school does well and how to improve further. Governors ask leaders challenging questions to make sure that further improvement is made. The small staff team work closely together and teachers appreciate leaders' efforts to manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors make sure teachers and other adults in school receive regular and ongoing safeguarding training. Staff have a secure understanding of the signs and symptoms of abuse or neglect and the procedures to follow to report concerns. Leaders work closely with other agencies to ensure that families get the help and support that they need.

Pupils are taught how to keep themselves safe. They learn about healthy relationships, healthy eating and how to stay safe online. Pupils know that there is someone that they can talk to if they are worried or concerned.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that adults are experts in early reading. Teachers do not identify the gaps in pupils' knowledge quickly enough or intervene effectively. As a result, some pupils do not gain the phonics knowledge that they need quickly enough. Leaders must ensure that teachers are provided with sufficient training to allow them to deliver the phonics programme effectively.
- In some subjects, leaders have not identified with sufficient accuracy what they want pupils to learn. This means that pupils sometimes do not secure some important learning. Leaders should ensure that all subject curriculums clearly identify the key knowledge and skills that staff will teach, so that pupils can know more and remember more.
- Some staff who work with pupils with SEND do not have the appropriate knowledge they need to support these pupils effectively. This means that some pupils with SEND do not achieve as well as they should. Leaders should ensure that teachers use the information they have about SEND pupils to support them effectively in their learning.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2013.

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 information from Ofsted Parent View 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.

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

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|--------------------------------------------|--------------------------------------------------------------------------|
| Unique reference number | 119614 |
| Local authority | Lancashire |
| Inspection number | 10240821 |
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 122 |
| Appropriate authority | Local authority |
| Chair of governing body | Blake Prince |
| Headteacher | Darren Newiss |
| Website | www.wilsonsprimary.org.uk |
| Date of previous inspection | 11 July 2017, under section 8 of the Education Act 2005 |

Information about this school

- The headteacher and chair of governing body are new to their roles since the previous inspection.
- Leaders do not access alternative provision.
- The school is a Church of England school. The last section 48 inspection was in 2019.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors listened to pupils read.
- Inspectors met with the headteacher. The inspectors also met with subject leaders and a group of teachers.

- Inspectors met with governors. The lead inspector also spoke with a local authority adviser to the school.
- Inspectors spoke with pupils in meetings and around the school.
- Inspectors considered responses to Ofsted Parent View and the responses to staff and pupil questionnaires.
- Inspectors reviewed a range of documentation about safeguarding. They spoke with staff to understand how they keep pupils safe. They reviewed the school's record of checks undertaken on newly appointed staff.

Inspection team

Emma Jackson, lead inspector

Ofsted Inspector

Moira Loftus

Ofsted Inspector

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