

Inspection of Oswaldtwistle Moor End Primary School

White Ash Lane, Oswaldtwistle, Accrington, Lancashire BB5 3JG

Inspection dates: 3 and 4 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils enjoy coming to this friendly and welcoming school. They value their learning and they feel safe in school. Parents and carers appreciate the care that staff provide for their children.

The school is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils are keen to earn tokens for trying their best. Most pupils behave well in lessons. The school has ensured that there is a positive culture where pupils, including those who attend the specially resourced provision for pupils with SEND (specially resourced provision), feel that their successes are celebrated. Typically, pupils achieve well.

Pupils enjoy the responsibilities that they can take on in school. For example, pupils look forward to being interviewed by staff for key roles on the school or sports councils. Older pupils particularly like being buddies to younger children. For instance, they support younger children during school trips and help them with their reading. From the early years, staff encourage children to grow in confidence. Pupils flourish as they move through the school.

The school provides a wide range of experiences for pupils, including school trips and visits to enhance their learning of the curriculum. Pupils delight in the variety of places that they have visited, such as places of natural beauty, the beach and residential trips. Through these activities, the school encourages pupils to develop further attributes such as independence and cooperation.

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

The school has designed an ambitious curriculum for pupils, including those with SEND. Staff are clear about what pupils should learn and how this learning builds up in small steps. The school has made some recent changes to strengthen the curriculum. This is having a positive impact on how well pupils are remembering what they have learned. Pupils were keen to share with inspectors what they knew.

During lessons, staff use a range of appropriate strategies to check that pupils have understood earlier learning. Teachers have sound subject knowledge and they use this to explain concepts to pupils clearly and effectively. If pupils struggle with their learning, staff provide extra help.

The school has introduced a more effective way of teaching reading which incorporates a broad range of high-quality texts. Pupils enjoy listening to stories from a variety of authors. They spoke enthusiastically about some of the books that they have read recently.

The school has introduced a phonics programme to ensure that pupils learn phonics in a clear and logical way. Pupils start learning to read as soon as they start school. Staff thread phonics through pupils' learning in the Nursery and Reception classes.

Staff match books well to the sounds that pupils have learned. In the main, staff support pupils who find reading more difficult to successfully catch up with their peers. Most pupils learn to read confidently and fluently by the end of Year 2. However, there are some minor inconsistencies in the way that a small number of staff deliver the phonics programme. This hinders a few pupils in learning to read as quickly as they could.

Staff support pupils with SEND well. Highly trained staff use their expertise to identify pupils' needs early on in their school journey. For example, staff communicate well with parents so that pupils with SEND settle quickly into school routines. Pupils who attend the specially resourced provision are supported equally well by skilled staff. These pupils are fully involved in the wider aspects of school life.

Most pupils live up to the school's high expectations of their behaviour in lessons. Occasionally, however, a few pupils struggle to maintain the high standards of behaviour that staff expect. Nonetheless, teachers deal with these incidents well and there is little disruption to learning. During social times, there are some inconsistencies in how well staff apply the school's behaviour policy. This means that some pupils move around the school building and the playground without due consideration for their classmates.

Pupils confidently recall what they have learned about keeping healthy, including some strategies to help with having a healthy mind. They learn how to stay safe when using the internet. While pupils participate well in the clubs on offer, they told inspectors that they would appreciate a wider selection of opportunities to hone their talents and interests.

Parents felt communication was a strength of the school. For example, staff provide guidance for parents so that they can support their children with phonics. This is having a positive impact on encouraging pupils to read more widely outside of school. Parents also said that the school is committed to supporting the whole family when needed.

Governors know their school well. This enables them to hold the school to account fully. Staff are proud to work at the school. They feel appreciated by leaders. For example, staff said that they have been supported well to make improvements to the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that some staff are sufficiently trained to deliver aspects of the reading curriculum consistently well. This means that a small number of pupils do not learn to read fluently as quickly as they could. The school should ensure that staff are equipped well to deliver the reading curriculum with confidence.
- The school has not ensured that some pupils experience a wide enough range of activities alongside the academic curriculum. As a result, some pupils do not have enough opportunities to develop further their talents and interests. The school should ensure that these pupils have enough opportunities to pursue and hone further their skills and abilities.
- Some staff do not apply the school's behaviour policy consistently well during social times. As a result, some pupils move around school without due consideration for the welfare of their peers. The school should ensure that staff are well trained to maintain the school's high expectations of pupils' behaviour.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119187
Local authority	Lancashire
Inspection number	10256066
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair of governing body	Ben Whitaker
Headteacher	Philip Sumner
Website	www.moor-end.lancsngfl.ac.uk
Date of previous inspection	19 November 2020, under section 8 of the Education Act 2005

Information about this school

- A new headteacher and deputy headteacher have been appointed since the previous inspection.
- There is a specially resourced provision for up to six pupils with SEND. The specially resourced provision caters for pupils aged four to 11 with autism. There are currently six pupils attending the provision.
- The school does not use any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, senior leaders and other members of staff.
- Inspectors met with some governors and held a telephone conversation with a representative of the local authority.
- Inspectors carried out deep dives into the following subjects: early reading, mathematics, history, and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils read to a trusted adult.
- Inspectors observed pupils' behaviour during playtimes and while in lessons.
- To evaluate the effectiveness of safeguarding inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's staff and pupil surveys. Inspectors also met with parents to gather their views and opinions about the school.

Inspection team

Sarah Barraclough, lead inspector	His Majesty's Inspector
Liz Dayton	Ofsted Inspector
Joe Dryland	Ofsted Inspector

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