

Inspection of an outstanding school: Morecambe and Heysham Torrisholme Community Primary School

Low Lane, Torrisholme, Morecambe, Lancashire LA4 6PN

Inspection dates: 28 and 29 February 2024

Outcome

There has been no change to this school's overall judgement of outstanding 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. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils embrace the school's vision of 'learning together'. They make the most of the opportunities that the school provides for them. Pupils' enjoyment of learning is matched by the high ambitions that the school has for all pupils, including those with special educational needs and/or disabilities (SEND). In many subjects, pupils leave the school well prepared for the demands of secondary school.

The school has high expectations of pupils' behaviour. Pupils understand the importance of being ready to learn. Many pupils are kind, considerate and take pride in being part of the school community. Any pupils who need extra help to manage their emotions are supported well by staff. Pupils highlighted that their positive relationships with staff are a reason why they feel happy at school.

Pupils value the range of leadership opportunities available to them. These could include being a member of the school council, a team captain or being a pupil helper during school events. Such opportunities build pupils' understanding of responsibility. The school also provides pupils with a range of clubs that help them to develop their talents and interests. These include singing, joining the school band and a broad range of sports clubs.

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

From the Reception Year to Year 6, the school has carefully considered the important knowledge that pupils should learn and when it should be taught. The curriculum is ambitious for pupils, including for those with SEND. Teachers are informed about what pupils should have learned in previous year groups. Teachers use this information well to

identify and address any gaps in knowledge that pupils may have before moving on to new learning. Most teachers design learning opportunities that build effectively on what pupils already know. Consequently, across many subjects, pupils achieve well.

In a small number of subjects, some teachers do not have the subject knowledge that they need to be able to deliver the curriculum well. Some teachers also do not cover aspects of the curriculum in sufficient detail, which leads to some pupils having gaps in their knowledge. In these subjects, some pupils do not achieve as well as they could.

The school has effective systems in place to identify the additional needs of pupils with SEND. Staff provide carefully considered support and resources that help pupils with SEND to access the curriculum and to progress well through it.

The school places a high priority on pupils developing a secure knowledge of phonics and learning to read with confidence. Well-trained staff teach the school's phonics programme consistently. They check on what pupils know and understand and provide extra support for those who need it. This helps pupils who struggle with early reading to keep up with their classmates.

Children begin to develop a love of books in the Reception Year. They know and enjoy a range of stories, rhymes and songs. As pupils start to learn phonics, they experience early success. They read books that are carefully matched to the sounds that they have learned. Most pupils are confident and fluent readers by the end of key stage 1.

There is a calm and purposeful atmosphere around the school. Pupils are attentive in class, and learning is rarely interrupted by disruptive behaviour. Children in the Reception Year learn about routines and cooperate well with their peers. Many pupils attend school regularly. Attendance systems and procedures allow the school to identify any potential issues and take timely action. The school has worked well to improve attendance following the COVID-19 pandemic.

The school has carefully selected a broad range of opportunities to enhance pupils' wider development. For example, pupils understand the hazards of swimming in open water. The school ensures that pupils learn about healthy relationships. Pupils take part in a range of fundraising activities, such as providing contributions to the local food bank. The charitable work that they complete helps them to develop an understanding of empathy.

Governors have a clear understanding of the school's strengths and priorities for further improvement. They provide effective support and challenge linked to the quality of education. Staff value being part of the school. They are positive about what the school has done recently to support their workload and well-being further. This includes reducing any unnecessary paperwork and having access to training that enables them to deliver the curriculum well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, some teachers do not have the subject knowledge that they need to deliver the curriculum as the school intends. As a result, some pupils have gaps in their knowledge, and they are not as well prepared for the next stage of education as they could be. In these subjects, the school should ensure that teachers have the knowledge that they need so that pupils achieve well.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in October 2016.

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 special educational needs and/or disabilities (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	119283
Local authority	Lancashire
Inspection number	10226128
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	The governing body
Chair of governing	Phil Huddart
Headteacher	Kathryn Pym
Website	www.torrisholme.lancs.sch.uk
Dates of previous inspection	4 and 5 October 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up post on 1 September 2021.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken this into account in his evaluation of the school.
- The inspector completed deep dives in the following subjects: early reading, mathematics, and art and design. As part of the deep dives, the inspector met with subject leaders to discuss the curriculum, visited lessons, met with teachers and looked at pupils' work. The inspector also looked at the curriculum and pupils' work in some other subjects. The inspector observed some pupils reading to a familiar adult.
- The inspector spoke with the headteacher, other school leaders and members of staff.

- The inspector spoke with members of the governing body, including the chair of governors. He also spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector observed pupils' behaviour in lessons. He spoke with groups of pupils about their experiences at school. He also considered the views of pupils shared through Ofsted's online pupil survey.
- The inspector spoke with staff about their workload and well-being. He also considered the views of staff shared through Ofsted's online staff survey.
- The inspector considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

David Robinson, lead inspector

His Majesty's Inspector

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