

Inspection of Over Kellet Wilson's Endowed Church of England Primary School

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

Inspection dates: 24 and 25 April 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy at this caring and inclusive school. The school's values, such as friendship and respect, underpin the warm relationships that pupils have with each other. Pupils are thoughtful and kind. They make everyone feel welcome.

Pupils behave well during lessons and at playtimes. They follow the school's rules. Pupils appreciate the praise and rewards that they receive for making the right choices.

The school has high expectations for pupils' achievement. This includes for pupils with special educational needs and/or disabilities (SEND). Pupils enjoy learning and try their best. They typically achieve well and are ready for the next stage of their education.

Pupils benefit from a wide range of trips and clubs that go beyond the academic curriculum. For example, they spoke excitedly about archery, fencing and judo, as well as city visits and residential trips. These experiences enable pupils to develop exciting new interests and find undiscovered talents.

Pupils excel in their various roles. These responsibilities include house captains and sports leaders. Older pupils are proud to be special 'buddies' to children in the early years. Pupils are eager to care for their local and wider communities. They learn that they can make a positive difference by raising money for charities.

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

The school has worked effectively to secure improvements to the quality of the curriculum since the last inspection. These developments to the curriculum have ensured that staff in key stages 1 and 2 have greater clarity about the important learning that they need to focus on with their class. This is also the case in the early years, where the curriculum, in most areas of learning, outlines the essential knowledge that children should learn in readiness for key stage 1.

In a few subjects, including some areas of learning in the early years, the school is still determining the precise knowledge that pupils should gain and when it should be taught. This means that sometimes, staff find it difficult to design learning that helps pupils to learn all that they should. On occasion, this hampers the depth of subject knowledge that some pupils acquire.

Staff have been suitably trained to deliver the curriculum. Typically, they choose appropriate resources, activities and questions to help pupils to learn. Most staff explain new concepts with clarity and use a range of strategies to check pupils' understanding.

The school has established systems for checking and evaluating the delivery of the curriculum. However, in a minority of subjects, the school does not use these

systems as effectively as it could. On occasion, the school does not identify or address some inconsistencies in how staff deliver the curriculum. From time to time, this hinders how well a small number of pupils learn the intended curriculum.

Pupils are enthusiastic about reading. They enjoy listening to adults read carefully chosen books at story times. Staff confidently deliver a well-ordered phonics programme. They make sure that pupils read from books that include the sounds that they already know. Most pupils develop into fluent, accurate readers. Staff act swiftly to help any pupils who find reading difficult. This helps these pupils to keep up with the phonics programme.

Pupils show positive attitudes to their work. Staff support children in the early years to learn the school's rules and routines from the start. This helps children to learn and play cooperatively alongside each other.

The school identifies the additional needs of pupils with SEND quickly. Staff receive effective guidance to equip them with the knowledge to best support these pupils. Mostly, they adapt the delivery of the curriculum well. As a result, pupils with SEND typically achieve well across the full curriculum.

The school provides pupils with a rich set of experiences to enhance their understanding of the wider world. Pupils learn about healthy relationships and how to stay safe. For example, they learn about the risks that they might encounter while online and when cycling on the road. Pupils learn that they can make a positive difference to the lives of others, including through church and village events. This prepares them well for life in modern Britain.

Governors work closely with the school to improve the quality of education that pupils experience. The school makes sure that staff's workload is not overly burdensome when it introduces new initiatives. Staff feel well supported to hone and develop their expertise.

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, including areas of learning in the early years, the school is still determining the precise knowledge that pupils should learn and when this should happen. Occasionally, this prevents some pupils from developing a deep and rich body of subject knowledge. The school should refine its curriculum thinking in these subjects so that staff are clear about what pupils should know and remember.

- In a small number of subjects, the school is not fully effective at evaluating the delivery of the curriculum. This hinders some pupils from learning all that they should in these subjects. The school should make sure that teachers consistently deliver the curriculum as well as they should.

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	119614
Local authority	Lancashire
Inspection number	10294329
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	The governing body
Chair of governing body	Blake Prince
Headteacher	Darren Newiss
Website	www.wilsonsprimary.org.uk
Date of previous inspection	24 January 2023, under section 8 of the Education Act 2005

Information about this school

- This Church of England school is within the Diocese of Blackburn. The most recent section 48 inspection, for schools of a religious character, took place in May 2019. The next section 48 inspection is due from September 2024.
- The school does not make use of any alternative provision for pupils.
- The school runs a breakfast and after-school club.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and with other school leaders.

- The lead inspector met with governors, including the chair of governors, and spoke with representatives of the local authority and of the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector also observed some pupils from Years 1 to 3 read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the 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 observed pupils' behaviour during lessons and at lunchtime.
- Inspectors spoke with pupils during meetings and around school at lunchtime.
- Inspectors reviewed a range of documents, including leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' behaviour and attendance.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also spoke with some parents during the inspection.
- Inspectors reviewed the responses to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils.

Inspection team

Victoria Burnside, lead inspector

His Majesty's Inspector

Haroon Asghar

Ofsted Inspector

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