

Inspection of Aughton Town Green Primary School

Town Green Lane, Aughton, Ormskirk, Lancashire L39 6SF

Inspection dates: 25 and 26 June 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

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What is it like to attend this school?

Pupils are happy at this school. Children in the early years play together harmoniously. Pupils are friendly and kind to one another. The school's motto 'only my best is good enough for me' is reflected in pupils' positive attitudes to their learning. They try hard. This helps them to achieve well, in line with the school's high expectations. Children in the early years get off to a flying start.

In classrooms, most pupils listen attentively and follow instructions diligently. Pupils conduct themselves sensibly around school. They learn how to take on responsibilities, such as acting as reading buddies for younger pupils. Pupils spoke enthusiastically about their learning outdoors, including in the eco-garden. This includes developing skills such as resilience and problem-solving.

Pupils benefit from a variety of wider opportunities to develop their interests. Pupils in Year 4, including those with special educational needs and disabilities (SEND), learn to play a brass instrument and perform in a concert. This helps to build their confidence. Sporting clubs are well attended. Pupils also enjoy a range of trips, including outdoor activity holidays.

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

The school has designed an ambitious curriculum from the early years to Year 6. The important knowledge that pupils need to learn has been identified. Therefore, teachers are clear about what they need to teach and when they need to teach it. Teachers have strong subject knowledge which is enhanced by a well-thought-out programme of training. Teachers explain new concepts clearly to pupils. In most subjects, teachers design learning that matches the aims of the curriculum and resources are used effectively. Pupils, including those with SEND, learn successfully.

The school has effective systems in place to identify the additional needs of pupils with SEND. Staff have the information that they need to support these pupils well.

In most subjects, teachers identify and remedy pupils' misconceptions. Nevertheless, in some subjects, assessment strategies are still being finalised. At times, they are not used effectively to help pupils to consolidate and embed their learning. Consequently, a small number of pupils struggle to recall their knowledge.

Last year, the school successfully introduced a new phonics programme. This has led to an improvement in how well pupils learn phonics. Staff are trained in early reading. They use their early reading expertise to deliver the programme consistently well. Pupils who struggle with reading receive support which helps them to catch up. Typically, pupils read with confidence and fluency.

Reading runs through the curriculum. Pupils read a wide range of books with enthusiasm. In the Reception class, children eagerly listen to stories. They enjoy recounting their favourite tales and acting them out. Staff interact purposefully with

children and skilfully draw out children's understanding. Children are guided well to develop socially. For example, they patiently take turns and learn to share.

Classrooms are calm environments where pupils can mostly learn without interruption. Pupils display mature attitudes to their learning. They respond positively to the rewards that they receive for their achievements. At times, a small minority of pupils do not behave as the school expects them to. In most cases, teachers deal with this swiftly and effectively.

Pupils have an age-appropriate understanding of healthy relationships. They learn how to keep themselves safe. For example, pupils welcomed a visit from the fire service. They are encouraged to think of others and support a range of charities. For instance, they collect goods for a local food bank. Pupils are welcoming and accepting of others. They are also respectful. However, some pupils' knowledge of different faiths and beliefs is limited. Furthermore, they do not have a secure understanding of British values. This does not help to prepare pupils well for some aspects of life in modern Britain.

Governors are actively involved in the school. They are knowledgeable about their role and use their expertise effectively to support and challenge the school. However, in some areas, the school does not have rigorous monitoring processes in place. This hinders how well it can identify areas for development and check on progress towards improvement. Some subject leaders have not been able to monitor the delivery and impact of their curriculum as often as they would like to. This hinders their ability to support teachers in developing their expertise of how to deliver the curriculum. The school has appropriate plans in place to address this.

Most staff are happy and enjoy working at the school. The introduction of published schemes of work has eased some workload for teachers.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, assessments strategies are still being refined. In these subjects, assessment methods do not help some pupils to embed learning and to use knowledge fluently. The school should ensure that assessment strategies are used consistently well across the curriculum and that teachers use assessment information to address any gaps in pupils' learning.
- Some pupils do not have an accurate understanding of different religions, cultures and British values. This limits how well pupils are prepared for life in modern

Britain. The school should ensure that the curriculum enables pupils to embed their learning about British values, and different faiths and beliefs.

- There are gaps in the school's monitoring processes. This hinders how well the school can measure the impact of its actions. The school should ensure that there are rigorous systems in place to monitor the progress made against school improvement priorities.

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	119287
Local authority	Lancashire
Inspection number	10348150
Type of school	Primary
School category	Community school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair of governing body	Angela Anderson
Headteacher	Nick Huxley
Website	www.towngreen.lancsngfl.ac.uk
Date of previous inspection	6 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative providers.

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 first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders and staff.
- The lead inspector met with representatives of the governing body, including the chair of governors.
- The inspector met with a representative of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, geography, physical education, science and mathematics. For each deep dive, the 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 spoke to pupils about their learning in other subjects and reviewed samples of their work.
- 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 scrutinised a range of documentation, including attendance and behaviour data, minutes of governing body meetings, the school's self-evaluation summary and development plan.
- Inspectors met with some parents and carers at the start of the school day. They also considered the views of parents on Ofsted Parent View, including the free-text responses.
- Inspectors spoke to staff to discuss the school's support for their well-being and workload.
- Inspectors observed pupils' behaviour at lunchtime and spoke to them about behaviour and bullying. There were no responses to Ofsted's pupil survey.
- Inspectors considered the responses to Ofsted's staff survey.

Inspection team

Jenny Jones, lead inspector	His Majesty's Inspector
Stephanie Swift	Ofsted Inspector
Debbie Withey	Ofsted Inspector

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