

Inspection of a school judged good for overall effectiveness before September 2024: Ormskirk Church of England Primary School

Greetby Hill, Ormskirk, Lancashire L39 2DP

Inspection dates:

8 and 9 October 2024

Outcome

Ormskirk Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Children in the early years and pupils in key stages 1 and 2 learn to be kind, thoughtful and polite. They are proud of the knowledge that they gain from their learning through the school's curriculum. Pupils meet the school's high expectations and achieve well. They are inspired to learn even more knowledge, for instance through activities that the school provides in its extensive, wooded outdoor area.

Pupils benefit from high-quality relationships with one another and staff. This begins very successfully in the class for two-year-olds, where children form strong links with their special member of staff. The school sets a positive example of how to behave. Pupils are confident that the school takes their worries and concerns seriously. They are happy and feel safe.

Pupils develop their confidence and skills through the many well-considered learning opportunities that the school provides. This includes opportunities for pupils to care for Pebbles, the school's dog. Pupils are pleased to be part of their school. For example, being one of the 'busy bees' and wearing the school's 'golden bee' badge. Popular clubs include choir, a self-defence class and the library club. Pupils are well prepared for their future learning.

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

Pupils, including those with special educational needs and/or disabilities (SEND), remember the content of the school's curriculum well. This is because the school thinks carefully about the key information that pupils should learn. It identifies when and how to teach pupils essential knowledge. The school inspires pupils' learning, for example by

providing them with first-hand experiences of theatres, castles and places of worship. Pupils also make educational visits to viaducts and villages and take river ferry journeys. They can explain diverse topics such as equivalent fractions in mathematics and how the Roman army used shields for defence. Pupils deepen their knowledge over time.

The school checks carefully how well pupils know and remember its curriculum. It uses information effectively to identify the needs of pupils, including those with SEND. The school then provides pupils with the extra support that they need. It helps pupils to feel included, to overcome obstacles to their learning and to achieve well.

The school's most recent published data does not reflect the strength of its curriculum offer in mathematics. In 2023, some pupils' attainment in mathematics in key stage 2 was below the national average. The school has since expertly revised its mathematics curriculum and teaching. This has improved the quality of its work. Current pupils in key stages 1 and 2 build the crucial mathematical knowledge that they need to know.

The school supports and encourages conversation successfully. Staff model language and thinking, talking skilfully with pupils about different topics. Children in the early years become confident communicators. Pupils in key stages 1 and 2 become articulate and develop a rich repertoire of words. For example, those who met with the inspector explained the meaning of important words such as oblivious, abundance and tantalising.

Beginning in the Reception Year, children become competent early readers. This is because the school implements its chosen phonics programme well. It provides pupils who struggle with phonics with the frequent, extra help that they need to build their knowledge. Pupils develop their skills and confidence in reading. They understand the importance of being able to read. For instance, one typical pupil comment to the inspector was, 'Reading is the foundation of your knowledge.'

Pupils learn to respect disability and difference. They know that racism and homophobia are unacceptable. Pupils listen carefully to the views and ideas of other people. In classrooms, low-level disruption is short-lived and pupils can focus on their learning.

The school reviews its work thoughtfully. Mostly, it takes well-considered actions to sustain its successes. It is not complacent. For instance, the school is doing as much as it can to increase pupils' already positive attendance. Nevertheless, some of its work to improve its curriculum in the early years is less clear. This makes it harder for the school to further develop some of the quality of education that it provides.

The school supports staff well, including with their workload. As a result, staff can focus on implementing the school's curriculum. The governing body has a wide range of expertise that it uses effectively to challenge and support the school's work. It ensures that the school fulfils its long-term priorities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the school's work to develop the early years is less clearly focused on its curriculum. This means that some of its actions are less effective at achieving its vision. The school should identify more precisely its actions to improve the quality of its curriculum in the early years.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in January 2015.

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	119372
Local authority	Lancashire
Inspection number	10348168
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	The governing body
Chair of governing body	Richard France
Headteacher	Giles Storch
Website	www.ormskirk-ce.lancs.sch.uk
Dates of previous inspection	30 and 31 October 2019, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England primary school in the Diocese of Liverpool. The most recent section 48 inspection took place in January 2024. The next section 48 inspection is due to take place in the 2028/29 academic year.
- The school does not use alternative provision for pupils.
- The school's provision includes places for children aged two, three and four years old in a governor-run pre-school set up under section 27 community powers. The provision was part of the school inspection.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- The inspector discussed any continued impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, deputy headteacher and leaders for some curriculum subjects, early years, attendance and special educational needs.

- The inspector met with a representative of the local authority. He also spoke by telephone with a representative of the diocese.
- The inspector visited a sample of lessons, spoke with some pupils about their learning and looked at samples of pupils' work.
- 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.

Inspection team

Tim Vaughan, lead inspector

His Majesty's Inspector

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