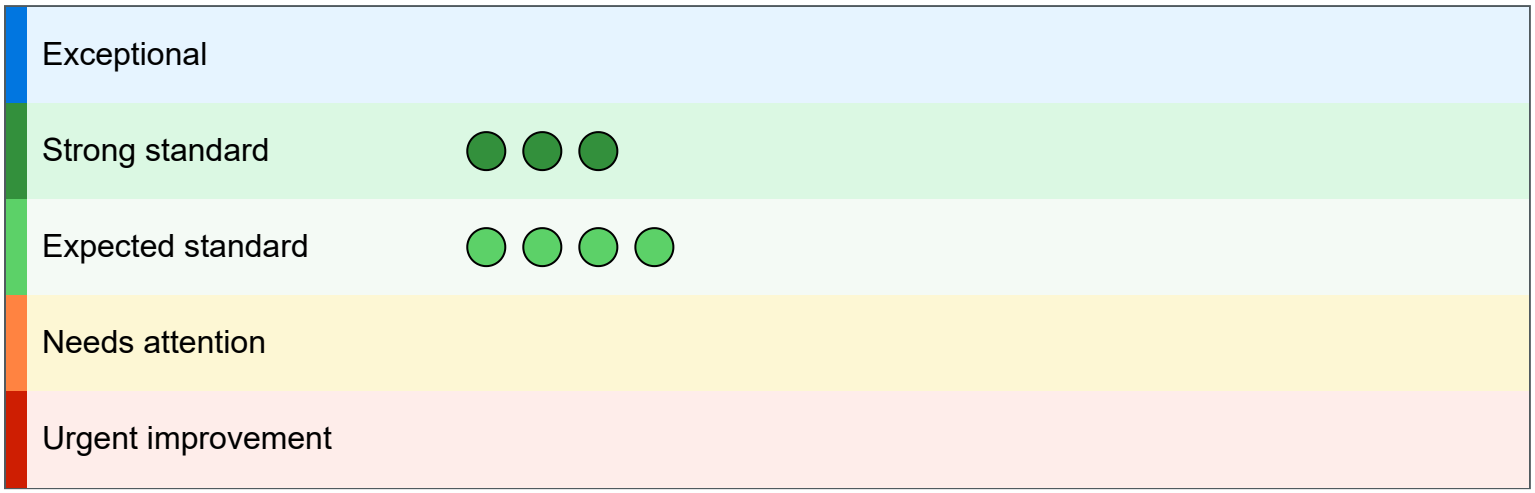
West End Primary School

Address: Chatsworth Road, Morecambe, Lancashire, LA3 1BW

Unique reference number (URN): 119139

Inspection report: 9 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

Leaders prioritise attendance from the moment children join the early years. They complete daily attendance checks to help spot patterns quickly. Staff know families and pupils well. They act with care and persistence to understand the reasons for absences, and they offer timely support. Pupils appreciate adjusted starts to the school day. They have opportunities to spend time in breakfast club or meet with support staff to ease their worries. This has led to sustained improvements in attendance over time. This includes those pupils who were previously persistently absent. Attendance rates for disadvantaged pupils and their peers are above national averages. Pupils understand why coming to school every day matters.

Pupils' behaviour across the school is calm and respectful. Pupils follow routines well and respond positively to staff's expectations. In lessons, they listen carefully, work together and stay focused. Around school, pupils show kindness and maturity. This includes older pupils, who take pride in supporting their younger peers. Bullying is rare. Staff deal with any unkind behaviour quickly. Staff make considered adjustments for pupils who need extra help to manage their emotions. This support is highly effective. Playtimes are purposeful and enjoyable, and pupils are safe. Supportive relationships with staff help pupils develop consistently positive attitudes and pride in their school.

Inclusion

Strong standard

Leaders have created an inclusive approach where staff know and value each individual pupil. Staff identify pupils' needs quickly. They work closely with families and specialists so that pupils with special educational needs and/or disabilities receive well-matched support, which makes a lasting difference. Leaders review this support thoroughly and adjust it as pupils' needs change.

In lessons, pupils with learning barriers access the curriculum because staff have been trained well to meet pupils' needs. For example, staff think about seating arrangements and the resources, which helps make tasks easier to manage. Pupils with social and emotional needs benefit from calm spaces that help them settle and feel ready to learn. Pupils who need a more tailored approach spend time with specialist staff. This helps to build pupils' confidence, communication and independence.

Leaders use additional funding carefully, such as the pupil premium, to reduce disadvantaged pupils' barriers to learning and wellbeing. This includes support for early language, reading and attendance. As a result, disadvantaged pupils progress well from their starting points. Staff work sensitively with pupils known to social care, ensuring that they feel secure and included.

Personal development and wellbeing

Strong standard

Leaders have created a well organised and highly effective programme to support pupils' personal development. This programme reflects the context of the school and helps pupils grow in confidence and resilience.

Teachers deliver the personal, social, health and economic curriculum well. Pupils talk confidently about healthy relationships, changes as they grow older and how to look after their physical and mental health. They explain how to stay safe online. This includes managing passwords, reporting harmful content and protecting their online identities. Pupils also understand how to stay safe in the local area. They are knowledgeable about how to react when in trouble in water. They know how flags communicate dangerous swimming conditions in the nearby sea.

Pupils have a secure understanding of the purpose of fundamental British values. They explain tolerance in thoughtful terms and give considered examples of how these values guide their behaviour. Pupils treat others fairly and respect differences within their school. They understand why these values matter and how they will help them as they grow up in modern Britain.

Pupils benefit from a wide range of clubs, visits and cultural experiences. These broaden their interests and build confidence. Residential visits help pupils develop independence and resilience. Leadership roles include becoming librarians, play leaders, green ambassadors and school councillors. These opportunities give pupils real responsibility and help them contribute positively to the school community.

Pastoral support is highly effective. Pupils know who to speak to if they have a worry and know staff will help them. They value learning varied strategies that support their wellbeing, for instance, completing daily meditation, mindfulness activities and opportunities to complete short bursts of physical exercise. Leaders ensure that all pupils benefit fully from the personal development programme. As a result, pupils are confident, respectful and well prepared for life beyond primary school.

Expected standard

Achievement

Expected standard

Many pupils attain well. They build the knowledge and skills they need for later success. Pupils' work shows an increasingly secure understanding of the basics in reading, writing and mathematics. Younger pupils gain secure phonics knowledge. The proportion of pupils who meet the expected standard in the Year 1 phonics screening check matches the national average. This is also the case for the Year 4 multiplication check.

Across the school, pupils generally remember recent learning and use subject vocabulary correctly across the curriculum. They typically explain ideas clearly and show understanding of key concepts. Recent results in some national tests are below the national averages. However, there are a number of pupils who join the school in later year groups and, as such, do not benefit from all the school has to offer. These pupils are not as well prepared for secondary school as they could be. Pupils who have been in the school longer attain well by the end of Year 6. Disadvantaged pupils attain in line with other disadvantaged pupils nationally. As a result, many pupils are prepared for the next stage of their education.

Curriculum and teaching

Expected standard

Leaders have ensured the curriculum is carefully ordered and ambitious. The curriculum prioritises important knowledge in reading, writing and mathematics. Phonics lessons are taught consistently well. Pupils practise reading with books that match the sounds they know. Teachers provide opportunities for pupils to practise spelling, handwriting and multiplication facts. Staff quickly recognise when pupils need help to fix a misunderstanding. They offer regular tasks to help pupils correct errors, revisit previous learning and strengthen the basics that they rely on.

Leaders review pupils' work and talk with staff regularly. Typically, this helps leaders understand where the curriculum is working well and where further improvement is needed. Staff benefit from helpful training. This guides teachers in how they support pupils with additional needs and helps to reduce barriers to learning.

Teaching is typically effective and supports pupils to understand new ideas. Staff model learning in simple, helpful ways. They use questions that encourage pupils to think and explain their ideas. Staff offer time for pupils to discuss their understanding. This helps pupils build confidence and develop vocabulary. Staff check how well pupils are learning. They offer extra help when pupils need it.

Early years

Expected standard

Leaders have designed a coherently structured early years curriculum that enables children to succeed. Staff know children and their families well. This helps staff understand what children can do when they first arrive and what they need to learn next. The recently developed Nursery class provides a positive and settled start for very young children. Children moving into the Reception Year now already understand the routines that help them feel safe and ready to learn. Staff design activities so that children practise important early skills, such as building strength, control and confidence in using their hands. This supports their early writing.

Staff model new words, repeat language and ask purposeful questions that help children talk about their ideas. This strengthens children's early communication. Children are happy and confident. They play well together, share resources and enjoy spending time with staff and each other. Staff carefully check how well children are learning. They identify children who need extra help. Staff make helpful adjustments to activities so everyone can take part.

Children typically progress well from their starting points. They learn early reading, writing and number skills and are increasingly ready for Year 1. Leaders monitor the early years closely and make thoughtful decisions about training, resources and routines to ensure children's early learning keeps improving.

Leadership and governance

Expected standard

Leaders understand the school and its community well. Typically, their priorities focus on what will make the biggest difference for pupils. Generally, leaders evaluate what is working

well and where they need to focus further. They act in pupils' best interests, especially those who need extra help.

Staff are overwhelmingly positive about leaders. They appreciate that leaders are approachable and supportive. Leaders consider staff workload and wellbeing carefully. Training helps staff to fulfil their roles well. Recent training supports staff in adjusting teaching for pupils with additional needs. Teaching assistants are clear in their role and value the opportunities to learn from colleagues and specialist advisers. Leaders are positive role models and help staff manage pupils' behaviour with confidence.

Parents and carers are very positive in their views of school leadership. They describe the school as welcoming and caring. They recognise that staff go to great lengths to support children and families. Leaders work closely with external agencies, so families get the right help at the right time.

Governors understand the school's context and their responsibilities. They meet staff to ask questions and check information carefully. Governors share leaders' commitment to putting pupils first. They value the information they receive about how the school is performing. They complete training that is closely aligned to areas of school improvement. They use this training to balance support and challenge well. They ensure that staff's wellbeing, training and pupils' needs remain central to decision-making.

What it's like to be a pupil at this school

Pupils arrive at school each morning to a warm welcome. This reflects leaders' vision for the school to act as a family within the heart of its community. Staff are friendly and calm. This helps pupils feel safe and be ready to learn. They describe the school as a place where everyone looks after one another. This sense of belonging is clear in the way they celebrate the successes of their classmates. It is also evident in the ways they help new pupils settle quickly. Relationships are positive and respectful. Pupils understand the behaviour expectations and say that the rules are fair. They appreciate that staff guide them to make thoughtful choices. Staff deal swiftly with any incidents of unkind behaviour or bullying. As a result, behaviour in lessons and around school is purposeful.

Pupils enjoy learning and talk proudly about what they know. They typically explain ideas clearly and use appropriate vocabulary in different subjects. They value the feedback that helps them improve their handwriting, spelling and reading. Pupils with barriers to learning, including those with special educational needs and/or disabilities (SEND), learn alongside their classmates. This is because staff make thoughtful adjustments to lessons so that they can take part fully. These routines help pupils feel confident and included in their classes. Pupils, including those with SEND, are well prepared for the next stage of learning.

Pupils know that it is important to be in school every day so they do not miss out on learning or the experiences on offer. This shows they are valued as members of this school community. They attend regularly.

Pupils benefit from a wide range of experiences that enrich their time in school. They enjoy their outdoor spaces and the varied games they play on the playground. They attend the

many clubs on offer and value the trips that bring learning to life. Together, these experiences deepen the family feel of the school. They build pupils' confidence and help them develop interests that connect them to their wider community.

Next steps

- Leaders should ensure that any gaps in pupils' learning, particularly for pupils who join the school mid-year, are closed so that they attain as well as their peers nationally over time.

About this inspection

The chair of the board of governors for this school is Rebecca Ansell.

Inspectors carried out this full inspection under Section 5 of the Education Act 2005.

This inspection took place on 9 and 10 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing body, as well as representatives from the local authority.

Inspectors also spoke with several pupils, staff, parents and carers.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Sharon Cliff

Lead inspector:
Andy Beattie, His Majesty's Inspector

Team inspector:
Sarah Price, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

197
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

50.76%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

6.60%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

30.46%
Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	61%	Close to average
2024/25 (final)	52%	62%	Below
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	47%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	74%	Close to average
2024/25 (final)	72%	75%	Close to average
2023/24 (final)	85%	74%	Above
2022/23 (final)	60%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	72%	Close to average
2024/25 (final)	62%	72%	Below
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	63%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	73%	Close to average
2024/25 (final)	66%	74%	Below
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	46%	Close to average
2024/25 (final)	43%	47%	Close to average
2023/24 (final)	56%	46%	Close to average
2022/23 (final)	45%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	71%	63%	Close to average
2023/24 (final)	75%	62%	Above
2022/23 (final)	64%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	59%	Close to average
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	69%	58%	Close to average
2022/23 (final)	64%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	60%	Close to average
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	69%	59%	Close to average
2022/23 (final)	77%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	48%	68%	-20 pp
2024/25 (final)	43%	69%	-26 pp
2023/24 (final)	56%	67%	-11 pp
2022/23 (final)	45%	66%	-21 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	80%	-10 pp
2024/25 (final)	71%	81%	-9 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	64%	78%	-15 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	78%	-16 pp
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	69%	78%	-9 pp
2022/23 (final)	64%	77%	-14 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-12 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	69%	79%	-11 pp
2022/23 (final)	77%	79%	-2 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	5.8%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	15.1%	13.0%	Close to average
2023/24 (3 term)	20.9%	14.6%	Above
2022/23 (3 term)	14.8%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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