

# Orrell Lamberhead Green Community Primary School

Inspection report

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<b>Unique Reference Number</b>	130385
<b>Local authority</b>	Wigan
<b>Inspection number</b>	381269
<b>Inspection dates</b>	8–9 February 2012
<b>Lead inspector</b>	Jane Millward HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	368
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Baker
<b>Headteacher</b>	Jane Chambers
<b>Date of previous school inspection</b>	24 September 2008
<b>School address</b>	Kershaw Street Orrell Wigan WN5 0AW
<b>Telephone number</b>	01942 768760
<b>Fax number</b>	01942 768761
<b>Email address</b>	enquiries@admin.lamberheadgreen.wigan.sch.uk

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## Introduction

### Inspection team

Jane Millward  
Philip Martin  
Sheila O'Keeffe

Her Majesty's Inspector  
Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Nineteen lessons were observed, taught by 15 teachers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Meetings were held with groups of pupils, representatives from the governing body and members of staff. Inspectors observed the school's work and looked at a range of documentation, including the school development plan, pupils' work, progress data, minutes of governing body meetings, attendance data and safeguarding records. They analysed 93 inspection questionnaires completed by parents and carers and those submitted by staff and pupils.

## Information about the school

Orrell Lamberhead is larger than most primary schools with before-school provision managed by the governing body. The proportion of pupils known to be eligible for free school meals is higher than the national average. The proportion of pupils from minority ethnic backgrounds is lower than the national average as is the proportion of pupils who speak English as an additional language. The proportion of pupils with disabilities and those with special educational needs is below average. The majority of pupils is from a White British heritage. The school meets the current floor standards.

The school holds the Dyslexia Friendly Award, Artsmark silver award, Eco-school silver award and Investors in People.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- Orrell Lamberhead Green is a good school. Pupils thrive in a supportive environment, enjoy enrichment activities through the well-planned curriculum and have good attitudes to learning. Pupils make good progress from below average starting points and overall attainment is in line with national expectations when pupils leave the school at the end of Year 6. Tracking and assessment procedures to record pupils' attainment and rates of progress continue to develop, but require further refinement.
- All adults in school know every pupil very well and provide effective well-targeted support. All parents and carers who responded to the questionnaire agree that their children are looked after well and that the school meets their child's needs, including keeping them safe.
- Behaviour is good in school. Pupils share experiences and show consideration to one another. Older pupils are trained to support the younger pupils in school, through schemes such as play leaders, peer mentors and the safety squad.
- Teaching is effective and supports pupils to make good progress. Teachers provide opportunities for pupils to succeed. The learning environment is rich and exciting and artistic and musical opportunities ensure that the curriculum is imaginative and creative in its approach. Lessons have good pace and generally meet the needs of all pupils. In some cases, the higher ability pupils do not make as much progress as the rest of their peers do. This is because learning does not always extend their thinking and they spend too much time listening to the teacher.
- Marking of pupils' books acknowledges the efforts of pupils and the best effectively guides pupils in how to improve their work; this is especially so in the marking of literacy. However, this practice is inconsistent across subjects.
- Good leadership and management have been instrumental in leading to improvements in all areas of the school. There has been a concerted and consistent drive to improve outcomes. The headteacher provides a strong sense of purpose for the school. The vision to raise levels of achievement for all groups of pupils while embracing families and the community is shared by staff.

## What does the school need to do to improve further?

- Further refine assessment procedures by:
  - giving greater weighting to day-to-day assessments made on all pupils
  - tracking smaller steps in pupils' learning.
  - ensuring that marking is consistent in all subjects to support pupils' next steps in their learning.
- Ensure that higher ability pupils are challenged in all lessons by:
  - constantly meeting their needs in all activities
  - developing strategies to ensure that they access their learning quickly.

## Main Report

### Achievement of pupils

All parents and carers who responded to the questionnaire feel that their children are making good progress and that they are taught well at school. This view is supported by the inspectors. As a result of interesting lessons and a curriculum which enthuses pupils, they make good progress and show good attitudes to learning. During the inspection, inspectors observed pupils who are motivated to succeed, enjoy their lessons and talk enthusiastically about learning being fun. For example, reception children were intrigued by lumps of ice melting and they were able to tell the lead inspector how it melts because of the sun!

Children start school with skills typically below those expected for their age. Planned activities in the Reception Year effectively cover all areas of learning. They are investigative in their approach and extend and develop children's language and personal development well. There is a good balance of adult led and child-initiated activities which allow children to develop and extend their own interests, whilst ensuring a balanced range of purposeful activities. Good progress continues across the school, resulting in pupils leaving with attainment in line with national expectations. Attainment at the end of Key Stage 1 is broadly in line with national expectations, although attainment in writing is significantly higher than expected. Attainment in reading is broadly average at the end of Year 2 and by the time pupils leave the school good progress results in pupils' attainment in reading being above average. The school has prioritised improving reading across the school and monitoring by senior leaders has focused on this area. The school has implemented a range of successful strategies, including staff training and interventions to support pupils who need to improve their reading skills. Pupils are keen to read and display positive attitudes to reading. They are taught strategies to decode words and a programme to teach phonics (the sounds that letters make) is in place.

When pupils leave Year 6, their overall attainment is average and in mathematics, attainment is significantly above average. Pupils with a disability and those with special educational needs attain well and make good progress. Pupils' progress overall is good, but with some variation between groups. Some pupils and groups are now making accelerated progress through effective teaching. However, the higher ability pupils do not always make as much progress as they are capable of, due to a lack of challenge. Current data show more pupils on-track to reach age-related expectations. Furthermore, the school is closing

the attainment gap between different groups. This is because teachers know the pupils well and are increasingly meeting their needs in lessons. Inspectors observed lessons which supported pupils making progress and the use of prompts and targets enabled pupils to move on their learning and develop their knowledge, skills and understanding.

## **Quality of teaching**

Inspectors agree with parents' and carers' views that teaching is good and that the school helps their children develop skills in communication, reading, writing and mathematics. Clear evidence was seen during the inspection of improvements in teaching and learning. The curriculum, delivered by committed teachers, results in pupils making good progress and their needs are clearly met. Similarly, high expectations move pupils' learning on quickly, for example, in a Year 3 class, pupils were making use of embedded clauses to improve their writing. Support to access learning guides pupils to their next steps and the deployment of additional adults often enables pupils to access new learning. Effective questions are used by adults which are well-targeted to individual pupils' needs. Information and communication technology (ICT) enhances learning and pupils are keen to access texts on-line through laptops, as seen in a Year 4 guided reading lesson. Teachers use assessments to inform their planning and pupils are encouraged to assess their own learning. They enjoy marking each other's work to enable them to reflect on improving their own work. Where teaching is less effective, pupils are directed too much by the teacher and fewer opportunities are provided for independent learning. Sometimes the higher ability pupils spend too much time listening to the teacher instead of extending their learning at a higher level. Social skills are developed well through teaching. Learning develops pupils' ability to show consideration, reflection and appreciation of others' points of view. Cultural awareness is promoted through educational visits which are then followed up with learning in the classroom.

## **Behaviour and safety of pupils**

Behaviour has been a significant focus for the school and is now typically good. Pupils are well-behaved in lessons and they enjoy the rewards and incentives that are in place to reward good behaviour. Pupils show positive attitudes to learning at all stages, showing consideration to their peers and adults in class and around school. Pupils feel safe in school and disruptive incidents are rare. Pupils are confident that poor behaviour will be dealt with. As one pupil reported, 'If someone is unkind, the teachers will sort it out.' They say any bullying is quickly dealt with and that pupils look after one another. They show a good awareness of different types of bullying and can discuss why cyber bullying is dangerous. The older pupils 'buddy' the younger pupils at playtimes and peer mentors are trained to deal with any upsets between pupils. Their respect for each other shows their good spiritual, social, moral and cultural development. Pupils are keen to take on responsibility and take their roles seriously. Racist incidents are rare and there have been no fixed-term exclusions for the past two years. Parents and carers agree that behaviour is good and that their children are safe. However, a small minority of pupils voiced some concerns with behaviour in school and in lessons. Inspectors found that behaviour is managed well by staff in lessons and there is very little disruption to learning, due to good liaison between teachers and the pastoral and ethos manager. Pupils demonstrate a good awareness of risk and unsafe situations. They have a well-developed awareness of Internet safety. The nurture group provides effective support for pupils who require extra help managing their behaviour. Attendance is average and pupils are generally punctual. The school has a range of appropriate strategies to encourage pupils to attend regularly.

## Leadership and management

The headteacher is highly ambitious for the school and knows the strengths and weaknesses. Appropriate areas for improvement have been identified and the school staff are united in their approach to provide the best outcomes for all pupils. Improvements in teaching, learning, behaviour and achievement can be seen since the last inspection and professional development of all staff has resulted in an improvement in the quality of provision overall. This provides the school with a good capacity to make further improvements.

A cohesive community exists where pupils feel safe, respected and are developing good self-esteem. The good curriculum, personal, social and health education and circle time all promote social interaction well and lessons make good use of time for reflection and discussion of moral issues. Effective procedures are now embedded across the school to ensure good outcomes and monitoring procedures are rigorous and regular. This provides the school leaders with an accurate view of the school's performance. Middle leaders are enthusiastic and skilled in their approach to drive school improvement in their subject areas. They are involved in monitoring the quality of provision and provide constructive feedback to support teachers in moving forward. They work well as a team and are innovative in their approach. Strong links between leaders and the governing body exist. The governing body is committed to the improvement of outcomes for all groups of pupils. They have a very good understanding of the strengths and weaknesses of the school and through governing body meetings all members are kept informed of the work of the school. Individual members bring a wide range of expertise to the school which is then used to support and challenge the decisions of senior leaders.

The curriculum meets the needs of learners well as evidenced by good achievement. Cross-curricular links are in place and a wealth of enrichment activities ensures that the curriculum is exciting and meaningful. There are many good opportunities to develop a range of art, music and sport which result in pupils expressing themselves well and make good use of their talents. For example, all Year 5 pupils enjoy learning to play the ukulele. Pupils show respect for cultural diversity, but the school does not enable them to engage more deeply in the richness of cultures across the country. Links with parents and carers are effective and the school works hard to provide support and guidance to parents and carers. They are well informed and open communication and a range of workshops ensure that parents and carers know what is happening in school. For example, a new scheme for 'expert readers' is currently being introduced and a series of parent and carer workshops is ensuring that parents and carers are up-dated on how the school supports pupils' reading in school and at home.

The school's arrangements for safeguarding pupils meet statutory requirements and leaders effectively promote equality and tackle discrimination. Improvements can be seen in pupils' skills in reading and the school is effectively closing the gap between the attainment of different groups. Leaders ensure good provision for pupils with a disability and special educational needs. The breakfast club provides a safe and enjoyable start to the day for the pupils who attend.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 February 2012

Dear Pupils

**Inspection of Orrell Lamberhead Green Community Primary School, Wigan, WN5 0AW**

On behalf of the inspection team I would like to thank you for the very friendly welcome you gave us when we inspected your school recently. As you know we came to see how well you were doing and what you said helped us with our findings.

Orrell Lamberhead Green Primary is a good school. You achieve well, have good attitudes and enjoy your learning. We were very impressed with your good behaviour and how friendly you are to visitors. You take care of one another and work hard. What you achieve in English and mathematics is good and most of your lessons are interesting and help you learn. You are very proud of your school and enjoy the many activities that make it a busy and interesting place to be. All the school staff take good care of you. They know each and every one of you very well and they are able to support you with your work and any worries you have.

It is our job to find out how schools can do even better. We have asked your headteacher, teachers and the governing body to work on three things in particular:

- to develop even better ways of assessing what you achieve in lessons
- to make sure that higher-ability pupils are challenged in all lessons
- to make sure that marking helps you improve your work in all subjects.

Thank you again for your very warm welcome and enjoy your learning.

Yours sincerely,

Jane Millward  
Her Majesty's Inspector

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