

# Ormskirk Lathom Park Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119371
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358542
<b>Inspection dates</b>	18–19 January 2011
<b>Reporting inspector</b>	Geoff Yates

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	27
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Mandy Gorst
<b>Headteacher</b>	Mrs Jean O'Brien
<b>Date of previous school inspection</b>	12 June 2008
<b>School address</b>	Hall Lane Lathom, Ormskirk Lancashire L40 5UG
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## Introduction

This inspection was carried out by one additional inspector. Six lessons were observed, taught by two teachers. The inspector held meetings with members of the governing body, staff and groups of pupils. He observed the school's work and looked at the tracking of pupils' progress and the school's monitoring, self-evaluation and planning for improvement. The inspector also analysed 12 questionnaires returned by parents and carers.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- The degree to which pupils achieve well as they move through the school, especially in developing their writing skills.
- The effectiveness of the Early Years Foundation Stage.
- How successful the school has been in ensuring that assessment information is used well.
- How well the school meets pupils' personal needs.

## Information about the school

This is a well below average size primary school in which the proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic groups is well below average. The proportion of pupils with special educational needs and/or disabilities is above average. In recent years there has been significant disruption in staffing. The school has gained many awards, including Healthy School status.

**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

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory standard of education. There are many good features including the level of care and support pupils receive. Pupils, parents and carers agree that the school is a happy, friendly and safe place to be. Pupils know how to stay safe and healthy; they behave well, take care of each other and have a clear understanding of their rights and responsibilities within the school community. The school's council is rightly proud that its suggestion to develop a woodland area is about to be carried out. The school's promotion of community cohesion is satisfactory. Links with the local community are good but pupils have limited opportunities to engage with those from different communities and cultures further afield.

With such small cohorts of children involved, often fewer than five, their skills on entry to the Early Years Foundation Stage and their attainment when they leave Year 6 do vary widely from year-to-year. Overall, children enter the Reception class with skills which are broadly in line with those expected for their age. Pupils' attainment in English and mathematics is broadly average when they leave Year 6. Pupils make satisfactory progress as they move through the school, but progress in developing reading skills in Key Stage 1 is variable because assessment information is not used well enough to ensure pupils make as much progress as possible.

Teaching is satisfactory overall. During the inspection there were examples of good teaching. In the good lessons, pupils are totally involved in learning and are challenged to use their skills well. Overall, the school has satisfactory assessment systems in place to track pupils' progress across the school with some good practice, especially in assessing older pupils writing skills. The curriculum is satisfactory, with pupils' personal development high on the agenda and visiting specialist teachers enhancing provision. However, there are too few challenging opportunities for pupils to use their writing skills in subjects across the curriculum.

Staffing disruption has impacted adversely on the progress the school has made since the previous inspection. However, now things have settled, there are clear signs of a commitment by all members of staff to work together as a team to bring about further improvement. As such, the headteacher and the staff have a clear focus on school improvement. This, together with the successful steps taken to improve pupils' basic writing skills and to improve the use of assessment in Key Stage 2, along with the greater and more effective involvement of staff in monitoring and evaluation, indicate that the school has a satisfactory capacity to sustain improvement. The school provides satisfactory value for money.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Accelerate pupils' progress in reading in Key Stage 1, by making effective use of assessment information to ensure that weaknesses in reading are identified and addressed successfully.
- Build on the progress made in improving the quality of pupils' writing skills by providing regular and challenging opportunities for pupils to use their writing skills well in subjects across the curriculum.
- Provide more opportunities for pupils to improve their understanding of multi-cultural Britain and beyond.

## Outcomes for individuals and groups of pupils

**3**

Achievement is satisfactory and pupils of all ages really enjoy their learning. Attainment is average overall. In lessons, pupils behave and concentrate well and have good attitudes to learning. They respond to the teaching they receive by making at least satisfactory, and in the best lessons, good progress. For example, in a science lesson, older pupils showed real enthusiasm for learning as they carried out the well-planned experiments. Younger pupils really enjoyed playing in the 'Operating Theatre' as part of a project linked to the nursing work done by Mary Seacole. Work in pupils' books, that on display and the school's own progress data, all confirm pupils' satisfactory learning and progress, but there are examples of better progress in Key Stage 2 because of good teaching. However, pupils in Key Stage 1 make variable progress in developing their reading skills because assessment information is not used well enough in ensuring gaps in pupils' understanding are identified and dealt with promptly. All pupils, including those with special educational needs and/or disabilities and the above average number of pupils who join the school other than at the usual time, make satisfactory progress from their individual starting points.

Pupils enjoy taking on responsibilities in school and, for example, willingly act as school councillors or help to set out a classroom for acts of worship, because of the lack of a school hall. They treat each other, staff and visitors with kindness and respect. One child commented, 'We all watch out for each other.' Pupils know how to eat healthily. Pupils attend school regularly, most are punctual, despite some pupils having to travel a great distance to get to school. They work well together in pairs and in groups and behave well. These qualities, combined with their average basic skills, ensure pupils have a sound preparation for later life. Overall, pupils' social, moral, spiritual and cultural development is satisfactory. They have a good awareness of social and moral issues. However, their knowledge and understanding of cultures different from their own is less strong. They are knowledgeable about how to keep themselves safe. For example, pupils are very aware of the need to take care when using the internet.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is satisfactory overall with good teaching being observed during the inspection, especially in Key Stage 2. Teachers and teaching assistants know their pupils extremely well. The two mixed-age classes are well managed and as a result, most pupils are confident and keen to learn. Teachers are knowledgeable and explain topics clearly. In the best lessons, tasks are varied, activities are often practical, the pace of the lesson is brisk and pupils make good progress. In lessons where teaching is not as strong, teachers tend to over-direct pupils. In some lessons, the pace of learning is slower when pupils spend too much time listening and have less time to work independently. Pupils' work is marked regularly and the overall quality of assessment is improving and of a good quality in Key Stage 2. As a result, pupils in this phase of the school are involved well in assessing their own work and knowing what they need to do to improve further. In Key Stage 1, the assessment of pupils' reading skills is not used well enough to track pupils' progress regularly and in ensuring that any points of weakness are identified and addressed.

The curriculum is satisfactory and has been improved to better meet the needs of pupils in mixed-age classes. There is a good emphasis placed on pupils' personal development. However, there is insufficient emphasis on broadening pupils' cultural understanding or in providing plenty of challenging opportunities for pupils to use their writing skills in subjects across the curriculum. There is a good range of enrichment activities for such a small school, including music and sports.

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The good care, guidance and support the school provides contribute well to pupils' personal development. It helps to ensure that pupils feel safe and that they know there are always adults who will help if they have problems. Good use is made of outside agencies to ensure pupils get extra specialist help when this is needed. The school has forged good partnerships with other schools so pupils are able to transfer smoothly from one stage of their education to the next. Pupils who join at other than the usual times are welcomed and helped to settle quickly.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school has a strong commitment to inclusion and leaders and the governing body promote equality well. The headteacher ensures the school is a happy and harmonious place in which to work. The headteacher, staff and governing body are committed to the drive to accelerate pupils' progress and they communicate ambition satisfactorily. Aspects of the school's self-evaluation are over-generous. Some good work has been done in improving pupils' basic writing skills, in the use made of assessment information in Key Stage 2 and in improving indoor provision in the Early Years Foundation Stage. The governing body discharges its statutory duties well and satisfactorily holds the school to account for its performance. The headteacher and the governing body ensure safeguarding procedures meet requirements well, with clear policies and guidelines for ensuring pupils' welfare. As a result, pupils have a good awareness of safeguarding issues for their age. Good attention is given to risk assessments. Good links with the cluster of smaller schools and other institutions benefit pupils' learning. There is good promotion of some aspects of community cohesion but overall provision is satisfactory. This is because it does not have in place suitable strategies for developing the pupils' understanding of the diversity of modern society and wider global issues. The budget is carefully monitored to remove the deficit within an agreed time and to maintain satisfactory value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle well into this mixed-age class and benefit from the friendliness of older pupils and quickly learn classroom routines. They make satisfactory progress from their individual starting points and the attainment of most children is broadly average when they enter Year 1, although the small cohort sizes mean that there is some variation from year-to-year. During the inspection, children clearly enjoyed looking after the patients in the role-play 'Operating Theatre' and 'booking in' fellow children for their appointments. The indoor learning environment has recently been improved and resources for all areas of learning are readily available for children to engage with, which they do so well. The provision for outdoor learning and the opportunities for children to use the outdoor area are more limited. Children benefit from interesting teacher- or teaching assistant-led activities but opportunities for independent learning, although satisfactory, are fewer. The leadership and management of the Early Years Foundation Stage are satisfactory. Staff ensure that all safety and welfare requirements are met fully.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3



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## **Views of parents and carers**

There was a broadly average number of questionnaires returned, with some parents or carers with more than one child attending the school just filling in one questionnaire. Parents and carers hold positive views of the school. Of the 13 aspects included in their questionnaire, all showed parents and carers either strongly agreed or agreed that the school does well.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ormskirk Lathom Park Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 12 completed questionnaires by the end of the on-site inspection. In total, there are 27 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	75	3	25	0	0	0	0
The school keeps my child safe	9	75	3	25	0	0	0	0
My school informs me about my child's progress	7	58	3	25	0	0	0	0
My child is making enough progress at this school	8	67	3	25	0	0	0	0
The teaching is good at this school	8	67	4	33	0	0	0	0
The school helps me to support my child's learning	7	58	5	42	0	0	0	0
The school helps my child to have a healthy lifestyle	7	58	4	33	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	7	58	3	25	0	0	0	0
The school meets my child's particular needs	10	83	2	17	0	0	0	0
The school deals effectively with unacceptable behaviour	7	58	4	33	0	0	0	0
The school takes account of my suggestions and concerns	7	58	5	42	0	0	0	0
The school is led and managed effectively	8	67	4	33	0	0	0	0
Overall, I am happy with my child's experience at this school	9	75	3	25	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and 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 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**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.**



21 January 2011

Dear Pupils

**Inspection of Ormskirk Lathom Park Church of England Primary School,  
Ormskirk, L40 5UG**

Thank you for the friendly and kind welcome you gave me during the recent inspection of your school. It was a real pleasure to meet you and see you at work and play. I am so pleased that the headteacher and governing body have improved parts of the building. I found out that your school provides you with a satisfactory standard of education, but some aspects are better than that. The care, guidance and support your school provides for you are good. This level of care helps you feel very safe and valued. Your behaviour is good and you all get on together really well. This helps make your school a happy place. It was a real pleasure to talk to a group of you during the inspection and hear how much you enjoy school.

Your school is always looking for ways to make things better for you, so to help it do this, there are a few things I am asking your school to do:

- make sure that younger pupils develop their reading skills better
- make sure that you are given plenty of challenging opportunities to use and develop your writing skills in subjects across the curriculum
- find ways to improve your understanding of life in multi-cultural Great Britain and beyond.

I know you will continue to work hard to play your part in making sure the school becomes even better.

I wish you the very best for the future.

Yours sincerely

Geoff Yates

Lead inspector

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