

Ormskirk Church of England Primary School

Inspection report

Unique Reference Number	119372
Local Authority	Lancashire
Inspection number	363899
Inspection dates	27–28 June 2011
Reporting inspector	Steven Hill

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair	Mrs Sylvia Cottle
Headteacher	Mr John Rowlands
Date of previous school inspection	20 November 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons taught by 16 teachers. Meetings were held with groups of pupils, staff and representatives of the governing body. Inspectors observed the school's work and looked at samples of pupils' books, and examples of their work on display. The team scrutinised a range of documentation, particularly that relating to tracking pupils' progress and keeping them safe. Questionnaires were analysed from staff, pupils in Key Stage 2, and from 177 parents and carers.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- Are pupils making enough progress and reaching high enough standards in mathematics?
- Are those elements of personal development, which the school identifies as particular strengths, outstanding?
- Do subject leaders have sufficient time to fulfil their responsibilities, and how effective are they?

Information about the school

This is larger than the average sized primary school and is set in a suburban location. The very large majority of pupils are White British, with a few from a range of different minority ethnic heritages. Only about 5% of pupils speak English as an additional language, and very few are at the early stages of learning English. The proportion of pupils known to be eligible to receive free school meals is similar to that in most schools. The proportion of pupils who have special educational needs and/or disabilities is average, but an above average proportion of pupils have a statement of special educational needs. A significant percentage of such pupils join the school midway through their primary education.

The school provides accommodation for before- and after-school clubs, as well as for a playgroup. These are managed privately, and are inspected and reported upon separately.

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?

1

The school's capacity for sustained improvement

1

Main findings

The school provides an outstanding education for its pupils and provides excellent value for money. This results in particular strengths in pupils' personal development, and very high attainment in English.

Pupils' excellent personal development stems from the outstanding care, guidance and support that the school provides. All pupils are fully included in school life, and those whose circumstances might make them potentially vulnerable are given carefully tailored help so they succeed both socially and academically. The school is a harmonious and lively community where pupils know they are valued as individuals, and have great confidence in how all members of staff care for them. Pupils greatly enjoy school and strongly value learning and the friendships they make. Their behaviour is excellent and they feel extremely safe and secure in school. They themselves make an exceptionally strong contribution to the community, both in the school and in the local area. They learn a great deal about how to stay healthy and are extremely keen on sports and exercise. This not only promotes their own health, but has resulted in considerable success for the school in competitive sports.

By Year 6, pupils reach exceptionally high standards in English, particularly in writing. Teachers have consistently high expectations of both technical and literary aspects of written work, and pupils strive successfully to meet these. As a result, their writing is fluent, accurate, lively and imaginative, and shows a great understanding of different styles and literary devices. They use their literacy skills extremely well in other subjects. In religious education, for example, pupils in Year 6 are able to write about complex and subtle moral issues very clearly and sensitively. In mathematics, pupils make good progress to reach standards that are generally above average by the end of Year 6. The school has worked successfully over the last two years to increase progress in mathematics, through a number of changes to provision. Some of these are recent, so their effect is not yet fully reflected in higher attainment. There are also several excellent aspects of English provision, such as marking, that are not as strong in mathematics. The school has identified these, and is planning how to tackle them.

Teaching is consistently good, with positive relationships, secure class management, and the modification of tasks to meet pupils' different needs; these are all significant strengths. Pupils' great enjoyment of school is strongly promoted by an outstanding curriculum which provides interesting and memorable experiences. Visits out, visitors and special themed days and weeks greatly enhance pupils' progress and enthusiasm, but they show a similar enthusiasm for different subjects, with Year 2 pupils citing swimming and mathematics as favourites, for example.

Underpinning the school's many successes are the outstanding leadership of the headteacher and his team. Particular strengths in management include the excellent

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partnerships with parents and carers and other organisations. The school's self-evaluation is excellent, helped by a very sophisticated system to track pupils' progress. Rigorous monitoring of provision and outcomes, in which subject leaders play a full part, is used continually to drive improvements. This, together with the school's excellent record in the last few years, shows that it has an outstanding capacity to sustain improvements in future.

What does the school need to do to improve further?

- Build on the current good progress in mathematics to raise attainment closer to that in English by:
 - - consolidating the improvements in provision already made
 - - improving the marking of pupils' work in mathematics, so that they are always shown how they can address their mistakes and improve in the future
 - - always challenging pupils to tackle harder tasks and, through more specific monitoring of the work of teaching assistants, and their consequent professional development, give them the subject knowledge to support this process.

Outcomes for individuals and groups of pupils

1

Children start in the Reception classes with attainment that is wide-ranging, but is broadly in line with that expected for their age or slightly below. Achievement is good for all groups of pupils and attainment is above average by the end of Year 6. Pupils' great enjoyment of school is reflected in their steadily improving attendance. Progress is consistently good in lessons. For example, in a mathematics lesson in Year 2, pupils showed good concentration and behaved well as they worked with large numbers. They responded positively to the high level of challenge in the work, succeeding well, and reach standards above those expected for their age. Pupils do particularly well in English lessons. A Year 6 class demonstrated high attainment and made excellent progress as they used a variety of technical and literary devices, imaginative and accurately, to create suspense in a short piece of text.

Pupils with special educational needs and/or disabilities do as well as their classmates, because work is modified to meet their particular needs, and both teachers and support staff monitor their progress and make sure they receive extra help when they need it. Like their classmates, they do particularly well in English, as support staff consistently challenge them to refine their work and to reach higher standards. They respond extremely positively to this and, like all the pupils in this school, take a great pride in their accomplishments. These pupils make good progress in mathematics, because staff make sure they work steadily and help them to cope well with the work they are given. Pupils who arrive at the school with behavioural difficulties are given good support and firm guidance to help them settle in, so their behaviour improves, they fit in well and are able to make the same good progress as their classmates.

Pupils have an extremely good understanding of how to stay healthy, and of how to keep themselves safe, both within the school and in the outside world. Pupils' spiritual, moral, social and cultural development is good. They behave extremely well both in class and around the school. Their behaviour and positive attitudes in collective worship sessions are exemplary. Pupils are polite, friendly and get on extremely well together regardless of

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background. They show good collaborative skills in class, with boys and girls sharing ideas and equipment very amicably. Pupils are very thoughtful and caring, as they showed in an excellent religious education lesson in Year 6, when they sensitively offered their views on a Buddhist story about coping with death and loss. They make an outstanding contribution to the community and take on responsibilities willingly and effectively. They value the contribution they make through the school council and point proudly to improvements which it has made to school life. Older pupils consistently help and support younger ones. Pupils in Year 2 agreed that 'Everyone looks after you,' and 'You make new friends'.

These are the grades for pupils' outcomes

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

¹ 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 and learning are good. Teachers explain new ideas well and make it clear to pupils what they have to learn. Good use is made of interactive whiteboards to clarify and enliven explanations. Different work is provided to match pupils' differing needs, so that it is manageable but challenging. Teachers give pupils clear criteria for success, so they can assess how well they are doing. Pupils' ongoing progress is monitored well, so that any misconceptions are quickly identified and addressed. Marking is a particular strength in English, with pupils clearly shown what they have done well and how they can improve. By Year 6, pupils have completely internalised this model, so they are able to evaluate each other's work very effectively, showing an extremely good understanding of the success criteria and how well they have been met. In comparison, marking in mathematics

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is underdeveloped. The 'Every Child Counts' programme for individual pupils is making an enormous impact on the mathematical skills of the pupils involved because of the excellent skills and understanding of the member of staff involved. However, not all teaching assistants have enough subject knowledge to consistently challenge pupils to attempt harder work in mathematics and so extend their understanding.

The exciting curriculum greatly motivates pupils and supports their good achievement. It is exceptionally well modified to enable all individuals and groups to have full access to everything that is on offer. All subjects are covered well, and the school's tracking of pupils' progress in every subject means that any gaps in provision are easily identified and addressed. There are excellent links made between different subjects, with the use of pupils' skills in literacy and information and communication technology helping to make learning relevant and exciting. There are extremely good opportunities for sport, including within a wide range of popular extra-curricular clubs. There is excellent provision to support pupils' personal, social and emotional development. The opportunity for Year 6 pupils to take part in the Rotary Junior Community Award makes a major contribution to their community involvement and understanding.

Care, guidance and support are major strengths of the school. Parents and carers are exceptionally positive about this and many wrote to say that their children's particular needs and difficulties had been met extremely well. The school makes excellent use of help from outside agencies, as well as the expertise within the school, to support pupils and families whose circumstances might make them vulnerable. The care for each pupil as an individual is central in the school's approach. The tracking of achievement in all subjects, for example, means that pupils who have a talent in a particular area are clearly identified. They are then given encouragement and support to extend their learning in the relevant area. Transition arrangements, both from class to class and between schools, are of high quality.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The rigorous tracking of the progress of individuals and groups of pupils, combined with the monitoring of teaching, ensures that any shortcomings are quickly identified. The strong teamwork of staff then means that any improvements needed are driven forward extremely well. Since the last inspection, subject leaders have been given more time to undertake their roles and, as a result, make a major impact on improving provision in their subjects. Although the coordinator for special education needs has allocated time each week to fulfil her role, she has not had opportunities to monitor the implementation of

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intervention programmes and provide advice to colleagues; she does have a clear view of their impact through the excellent tracking systems. This has meant, however, that she has not been able to give clear guidance to teaching assistants about how they can challenge pupils more in mathematics. These tracking systems also drive the good provision for equal opportunities and ensure that any gaps in progress between groups are rapidly addressed.

Governance is good. Members of the governing body have good systems to understand the school and hold it to account well for its performance. There are excellent links with parents and carers to keep them fully informed about events and their children's progress. They are consulted about key issues and their opinions help formulate policy. Highly effective links with a variety of other partners underpin many of the strengths of the curriculum, as well as the excellent care provided to pupils. The promotion of community cohesion is very strong within the school and the local area, and is being extended further afield through recent links in Spain and Jordan. Safeguarding is good, with all requirements being met and regular reviews that lead to constant improvements in systems. The school is proactive in liaising with other agencies to ensure the safety of pupils whose circumstances might make them vulnerable.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The provision in the Reception classes shares many of the strengths of the main school, particularly in its excellent care for individuals, so that children feel very safe and happy in the setting and behave extremely well. They make good progress. Progress is improving because activities are planned well to cater for children's individual needs, based on improved assessments of their attainment. Children enjoy the many opportunities to explore an interesting range of materials and activities. Good use is made of the outdoor

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area to promote progress in all areas of learning, an improvement since the last inspection. A good balance is maintained between activities directed by adults and those selected by children themselves. Adults are skilled in intervening in children's play to develop their understanding and encourage their speaking skills. The provision is led and managed well, so staff work together well, and links with parents and carers are very strong and effective.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are overwhelmingly positive about the school and what it provides for their children. They particularly value that their children are safe and happy in school, and that they are helped to have healthy lifestyles. Parents and carers are extremely positive about how the school is led and managed, and many wrote to say how much they appreciate the role of the headteacher in their children's happiness and progress. Several parents or carers of pupils who came new to the school commented on the positive welcome they received, and many said how they were helped to overcome problems. A few parents and carers had concerns about how the school handles poor behaviour. The team saw only good or outstanding behaviour during the inspection. In discussion, pupils were very positive about this aspect, saying any incidents were rare, and they expressed confidence that staff dealt with them promptly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ormskirk 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 inspection team received 177 completed questionnaires by the end of the on-site inspection. In total, there are 347 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	125	71	50	28	1	1	1	1
The school keeps my child safe	132	75	44	25	0	0	1	1
My school informs me about my child's progress	104	59	69	39	1	1	2	1
My child is making enough progress at this school	108	61	62	35	5	3	0	0
The teaching is good at this school	119	67	52	29	4	2	0	0
The school helps me to support my child's learning	105	59	65	37	3	2	2	1
The school helps my child to have a healthy lifestyle	124	70	49	28	1	1	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)	110	62	55	31	3	2	0	0
The school meets my child's particular needs	111	63	58	33	4	2	0	0
The school deals effectively with unacceptable behaviour	108	61	59	33	7	4	0	0
The school takes account of my suggestions and concerns	101	57	65	37	4	2	0	0
The school is led and managed effectively	139	79	35	20	1	1	0	0
Overall, I am happy with my child's experience at this school	133	75	40	23	1	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



29 June 2011

Dear Pupils

Inspection of Ormskirk Church of England Primary School, Ormskirk

L39 2DP

Thank you very much for all the help you gave to us, and your friendly welcome, when we inspected your school. We were very pleased to find that your behaviour is excellent and that you all get on really well together.

Your school is outstanding. You have lots of very interesting things to do, and your teachers are good at helping you to learn, so you make good progress. You do exceptionally well in English, and the quality of your writing is very high. You make good progress in mathematics, and are getting better, but you still do not do as well as in English. We have agreed with your teachers that they are now going to concentrate on helping you to make excellent progress in mathematics.

Your school is a very friendly and happy community and you make a big contribution to this. You know a lot about how to stay healthy, and you are particularly keen on sports and swimming. The school teams do really well in lots of sports.

The staff look after everyone very well, so you all feel very safe, and they make sure that if anyone needs any extra help, then they get it. The adults are keen to make the school even better. You can help them by keeping up your excellent behaviour and hard work, and by trying hard to tackle more difficult ideas in mathematics.

We hope you carry on enjoying life at school.

Yours sincerely

Steven Hill

Lead Inspector

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