

Ormskirk Asmall Primary School

Tennyson Drive, Ormskirk, Lancashire, L39 3PJ

Inspection dates 17–18 July 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils and parents acknowledge the outstanding qualities of this school. Many parents agreed with the statement of one that 'the school staff go above and beyond to ensure specific needs of pupils are met'.
- Pupils benefit from outstanding teaching and make rapid progress. From starting points that are below expectations for their age they learn quickly in a secure, safe and bright environment.
- At the end of Year 2 this year pupils' attainment continues to be above average in reading, writing and mathematics. Those pupils leaving Year 6 in July secured above-average results in English and mathematics, particularly at the higher levels, although standards in reading lag behind a little.
- There are significant strengths in the way pupils are taught both by teachers and their teaching assistants.
- There is a broad and stimulating curriculum. Pupils receive high-quality teaching in a wide range of subjects and learning related to real experiences outside the classroom as often as possible.
- The headteacher is excellent. She is very well supported by her senior staff and by high-quality governance. Systems and processes are kept up to date and are meticulous in their detail. No stone is left unturned in the pursuit of excellence.
- All staff understand the need to be constantly self-evaluative and to seek ways to make on-going improvements in teaching and pupils' achievement.
- Pupils' attitude to learning and their behaviour are generally outstanding. They help one another learn in class and are keen to come to school because of the enjoyable experiences and high-quality teaching they receive
- Teachers know individual pupils very well. They demonstrate a strong commitment in ensuring the best possible development of pupils as individuals. The school actively and highly effectively promotes spiritual, moral, social and cultural development through everyday teaching and learning, assemblies and extra-curricular activities.

Information about this inspection

- The inspector observed three teachers teaching three part-lessons on the first day as Reception and Years 1 and 2 were out on an educational visit. On the second day, when all staff were in, each teacher was jointly observed with the headteacher. In total, eight lessons were seen taught by five teachers. When they were all teaching phonics (the sounds that letters make) the inspector and the headteacher made brief observations of each group's learning. Part of an assembly to which parents were invited was observed, plus a brass band presentation to parents.
- Meetings were held with pupils, senior leaders and two representatives from the governing body.
- A telephone conversation was held with a representative from the local authority.
- The inspector scrutinised a wide range of documentation including: pupils' work; data relating to the progress of current classes and individual pupils; records of the monitoring of teaching; minutes of meetings held by the governing body; the school's self-evaluation documents; and the school development plan.
- Account was taken of the 19 staff responses from those who returned the questionnaires and 16 responses from parents from Parent View on the Ofsted website.
- The inspector, at the beginning and the end of the school day, spoke to many parents.

Inspection team

Peter Cox, Lead inspector

Additional Inspector

Full report

Information about this school

- This is much smaller than the average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium (which is additional government funding for pupils known to be eligible for free school meals, looked after children and children of service families) is above the national average.
- The proportion of disabled pupils and those with special educational needs at school action is below the national average. The proportion at school action plus or with a statement of special educational needs is above average.
- The vast majority of pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Increase even further the proportion of pupils who make good progress or better in reading.

Inspection judgements

The achievement of pupils

is outstanding

- Children arrive in the Reception Year with skills and attributes that are generally lower than those expected for their age. They receive excellent teaching from both teachers and their assistants and make rapid gains in their learning, particularly in their personal and social development, and literacy and language skills.
- This excellent work is built on as children progress through each year. The very-well-taught basic skills ensure pupils systematically and very securely build their competence and confidence in reading, writing and mathematics. By the end of Year 2 standards in all three subject areas are above those in other schools and continue to be so by the end of Year 6, preparing pupils very well for the next stage in their education.
- The phonics screening check shows an above-average proportion of pupils achieving the expected standard for the last two years. The standard of reading in Year 2 and in Year 6 is above average.
- The school is working hard to increase even further the standards of reading to at least match or exceed the excellent results in writing. Results in the national tests for reading in 2012 were below those for writing and the leadership identified that this was the result of some weaker aspects of provision in the teaching of reading. This year changes have been successfully implemented and have ensured higher levels of progress by all classes and all groups of pupils.
- Attention to detail by the headteacher and her team, charting the progress of pupils known to be eligible for free school meals and those with special educational needs, accurately shows their progress being at least as good as that of others. This is because of the well-targeted support for those at risk of falling behind. Teaching assistants and the very-well-designed activities undertaken in class, matching the abilities of all pupils, ensure the high levels of progress made by all.
- The robust tracking of every pupil ensures equality of opportunity for all. The additional funding available for pupils eligible for the pupil premium is very well targeted and helps make sure that this group make outstanding progress, well in excess of the progress made by similar pupils nationally. There is no difference in this group's performance compared to others in the school.

The quality of teaching

is outstanding

- There is a high proportion of outstanding teaching in school. A large number of lessons seen during the inspection were of high quality. Pupils' work in books shows that this is the case throughout the year in English, mathematics and their topic work too.
- Marking by teachers of pupils' work is excellent. It is regular and gives pupils information on how to make improvements. There are ample opportunities in the marking for pupils to respond to questions asked of them by their teachers. This further strengthens their understanding and knowledge. Marking is consistently applied across all year groups.
- Pupils thoroughly enjoy learning. Their work is displayed with pride on every available surface and suspended from almost all ceilings throughout the school. This provides for a bright, inspirational and dynamic learning environment in which pupils proudly show off examples of their high-quality work. This is further evidence of rapid progress being made during their time at school.
- High-quality learning in the Reception class continues inside and outside under the skilful direction of the teacher and her very able assistants.
- On the first day of the inspection the Reception class and Years 1 and 2 visited the nearby Victorian seaside town. On their return the following day pupils spoke about the trip and worked excitedly, having had a rich experience outdoors. Teachers and teaching assistants planned their lessons and delivered high-quality teaching of numeracy, literacy, geography, history and technology, in the context of the previous day's visit, to outstanding effect.

- Pupils were very well prepared for the visit and were well looked after on a very warm day out to the seaside. This is a further example of the high priority given by the school to safeguarding its children.
- Pupils in Years 4, 5 and 6 played their brass instruments and percussion with skill and pride when performing in front of parents. This demonstrated strong social and moral cohesion. Pupils became engrossed in playing and making tuneful sounds together.
- Similarly, the Reception class assembly provided appropriate opportunities for every child to take part in an engaging and moving acknowledgement of the work they have done this year. Parents and teachers were rightly proud of the children's achievements.

The behaviour and safety of pupils are outstanding

- Parents and pupils agree that behaviour and attitude to learning are exemplary. The high-quality lessons are helped by the mutual respect shown between adults and pupils. Pupils are patient and understanding, waiting their turn while others answer questions. Pupils support each other where they can. There is a very successful focus on collaborative working that is evident in the way pupils work extremely productively together, in pairs or in larger groups.
- Pupils enjoy coming to school and those spoken to in Year 6 will miss it when they leave. They talk of the teachers being 'firm but fair' and say that all teachers 'think about you as an individual, even in a big class'.
- Pupils report feeling very safe, an opinion endorsed by their parents. They have an excellent understanding of what constitutes bullying and the different forms this might take. They say bullying is very rare and, should it occur, they know whom to turn to and are secure in the knowledge that it will be dealt with promptly and effectively. Pupils and staff do not tolerate discrimination of any kind.
- Pupils are acutely aware of dangers they might face in and out of school and demonstrate their knowledge of safety, for example when using the internet. Robust action has been taken to improve pupils' attendance, which is now above average. The school works hard to reduce the occasions when holidays are taken in term time and this, together with working to support families who face particular difficulties, has been very successful in improving attendance year on year.

The leadership and management are outstanding

- Pupils and staff benefit greatly from being in a school that is led by a visionary and determined headteacher. Her drive and commitment in providing outstanding teaching and learning make her leadership outstandingly effective. The drive for excellence, shared by the senior leaders and governors, is relentless.
- The school's knowledge of its performance is detailed and accurate, although the assessment of the school's impact on the high levels of learning the pupils reach is too modest. The attention to detail in monitoring the quality of teaching is outstanding. Teachers are observed regularly and areas for further development agreed. Other management processes to ensure the highest-quality teaching experiences for the pupils are regularly and rigorously applied across the school.
- Staff professional development is wide-ranging and includes staff working together to help support and strengthen each other. Teachers have visited other outstanding schools and returned better informed. Recently, however, teachers have acknowledged that their own strength justifiably compares well with other outstanding providers. The local authority provides targeted support when required.
- The curriculum often brings subjects together so that pupils understand that what they learn in one lesson can be used in another. This was very evident in the topic work, for example, where pupils were asked to place the architectural models they had made (from the previous day's visit to the seaside town) on a large map using simple coordinates, a good example of mathematics being used in geography. Pupils' spiritual, moral, social and cultural development is deeply

rooted in everything they do in school. This development is successfully promoted across the curriculum through exciting experiences and the high-quality teaching of art, music, Spanish and physical education.

- There are extensive links with parents both routinely and when there is a particular need. The parents association is highly active in raising substantial funds for the school. Parents are overwhelmingly positive about the quality of education provided for their children.
- The school has successfully and most impressively addressed the areas for improvement from the last inspection. This contributes to outstanding capacity to improve even further.
- **The governance of the school:**
 - The governing body has a very detailed knowledge of attainment, levels of progress and the quality of teaching across the school. Governors are extremely supportive of the school and hold the headteacher and other staff to rigorous account for their responsibilities. They are very well informed about systems for managing staff performance and the link with pay progression that rewards those who teach well and produce successful outcomes for the pupils. The governing body has ensured that funds, including the way pupil premium monies are allocated, has maximum impact on the achievement of pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119314
Local authority	Lancashire
Inspection number	401830

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	Jim Riley
Headteacher	Michelle Speak
Date of previous school inspection	24 November 2009
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