

Orrell Lamberhead Green Community Primary School

Kershaw Street, Orrell, Wigan, Lancashire, WN5 0AW

Inspection dates 23–24 June 2015

| Overall effectiveness | Previous inspection: | Good | 2 |
|--------------------------------|----------------------|--------------------|----------|
| | This inspection: | Outstanding | 1 |
| Leadership and management | | Outstanding | 1 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Quality of teaching | | Outstanding | 1 |
| Achievement of pupils | | Outstanding | 1 |
| Early years provision | | Outstanding | 1 |

Summary of key findings for parents and pupils

This is an outstanding school.

- This is a highly successful and happy school. It lives and breathes its mission statement of 'Believe, Endeavour, Succeed Together'.
- The headteacher, very ably supported by the two deputy headteachers, has inspired staff and governors to leave no stone unturned in making the school the very best it can be. As a result, all aspects of the school's work have successfully improved since the last inspection.
- Staff morale is high because they feel appreciated, valued and supported.
- Teaching throughout the school is never less than good and frequently outstanding. Teaching is inspiring, motivating and challenging to all groups of pupils.
- Pupils throughout the school, including the most able, achieve outstandingly well. As a result, standards by the end of Year 6 are usually significantly above the national average in reading, writing and mathematics.
- Senior and middle leaders successfully support the continually improving quality of teaching and achievement of pupils. However, not all teachers are consistently providing high-quality marking that helps pupils improve their work.
- Strong links exist with the local community and outside agencies. This helps the school to provide highly successful support in meeting the needs of pupils and their families.
- Relationships with parents are exceptionally positive and supportive. Parents are extremely appreciative of their partnership with school staff.
- Governors share the passion and drive of the headteacher for continuous improvement. Their commitment to the academic, social and emotional well-being of all pupils is exceptional.
- Pupils are proud of the school. Their behaviour and attitudes to learning are outstanding. Their attendance is broadly average and rising.
- Pupils thrive in a very caring and nurturing environment. Pupils feel safe because of the high quality guidance and support they receive.
- Pupils' highly positive relationships with adults help pupils to aim high and show perseverance and resilience in their learning.
- Children thrive in the early years, make excellent progress from their different starting points and are increasingly well prepared for Year 1.

Information about this inspection

- Inspectors observed the learning of pupils in all classes across the school. They also listened to some pupils read and made careful checks on records of the progress of pupils, their behaviour and attendance.
- Inspectors looked closely at pupils' work in lessons, in a wide range of books and on display around the school. Inspectors spoke often to pupils during the inspection and met with groups of pupils to discuss their views of the school.
- Inspectors reviewed a range of school documentation, including the school's own view of its performance, plans for improvement, and policies and procedures.
- Discussions were held with the headteacher and other senior and middle leaders. Inspectors met with governors, including the Chair of the Governing Body. A telephone conversation was held with a representative of the local authority.
- Inspectors also checked closely on the work of governors and a range of documents, including those relating to safeguarding.
- Inspectors considered the views of parents through checking the 28 responses to the online questionnaire (Parent View) and the 146 responses to the school's own survey of parental opinion.
- The inspectors took account of the views of staff expressed in the 50 responses to the voluntary inspection questionnaire.

Inspection team

| | |
|-------------------------------|----------------------|
| Chris Maloney, Lead inspector | Additional Inspector |
| Elaine White | Additional Inspector |
| Sheila Loughlin | Additional Inspector |

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The vast majority of pupils are of White British heritage. A very small proportion of pupils are from other ethnic backgrounds and cultural traditions or speak English as an additional language.
- The proportion of disabled pupils or those who have special educational needs is above average.
- The proportion of disadvantaged pupils, those supported through the pupil premium funding, is above the national average. This additional government funding is provided for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- Children attend the two Reception classes full time.
- The school meets the government's current floor standards, which are the minimum expectation for pupils' achievement in English and mathematics by the end of Year 6.
- The school works in close partnership with the Winstanley, Orrell and Worsley Mesnes Consortium of schools.
- The school shares the site with the WOWs Children's Centre and Headstart Pre-School. These are subject to separate inspection. Reports for these settings may be viewed at www.gov.uk/ofsted
- The headteacher is currently supporting Sacred Heart Catholic Primary School, Nursery and Children's Centre in Wigan in the capacity of executive headteacher. Staff from Orrell Lamberhead Green Community Primary School are also supporting this school.

What does the school need to do to improve further?

- Ensure that teachers' marking is consistently of the highest quality in helping pupils to improve their work.

Inspection judgements

The leadership and management are outstanding

- The headteacher, very ably supported by the deputy headteachers, demonstrates exceptional leadership. She has inspired and galvanised the whole-school community to share the vision of a continuously improving school. Her tenacity and unrelenting drive leave nothing to chance in making the school the best it can be. The school community fully supports the values of 'Believe, Endeavour, Succeed Together' that infuse all that the school does. As a result, all aspects of the school's work are of high quality.
- Senior leaders, including the assistant headteachers, form a truly inspirational team that ensures the school goes from strength to strength. They lead by example and their actions ensure that staff morale is extremely high. This is because they feel valued, supported and that their efforts are appreciated. Staff responses to the voluntary staff questionnaire include, 'This is the best school I have ever worked at. Professional development is second to none,' and 'The school and its staff and pupils feel like a family to me'.
- Regular and rigorous checks are made by senior leaders to ensure that every pupil is making the best possible progress. Actions are swiftly taken to support any pupils in danger of underachieving. This reflects the exceptionally strong commitment to ensuring that all pupils are given the support they need to have equal opportunities to learn. The school skilfully spends the funds it receives in respect of disadvantaged pupils, particularly in employing additional staff, so that the progress of this group of pupils is as outstanding as that of other groups.
- Senior leaders ensure that all teachers are supported to improve their practice further. They regularly share their skills, particularly in small groups, to help and support each other. They also observe practice in other schools and access local and national training.
- Middle leaders, including those new to role, enthusiastically share the vision of senior leaders. They are very successful in their role and are fully committed to making further improvements.
- Subjects are skilfully linked together to ensure that there are many memorable learning experiences for pupils, such as visiting Manchester University to raise aspirations. A group of girls were taken to London to listen to an inspirational female speaker talk about her experiences and the importance of education. Pupils enjoy the many sporting activities on offer as well as learning Spanish.
- Discrimination of any kind is not tolerated and this is supported through the excellent, strong promotion of pupils' spiritual, moral, social and cultural development. Highly positive relationships are fostered through the provision of good opportunities for pupils to celebrate and appreciate differences in culture and traditions. Staff promote British values exceptionally well, including tolerance and respect for the rule of law. This prepares pupils well for life in modern Britain.
- Exceptional use has been made of additional funding for physical education and sport to increase provision of clubs such as netball and cricket and to have access to specialist sports coaches. There has also been increased participation in competitive sports such as athletics and cross country. This has resulted in increased fitness levels and participation in clubs and teams in and out of school.
- Excellent links exist with parents. Parents feel valued and very much appreciated. A typical parent comment to inspectors was, 'It's like a big family, it's fantastic.'
- The school has close links with the Winstanley, Orrell and Worsley Mesnes Consortium of schools. This has helped staff to share their practice and to check on accuracy of assessments.
- The school has a strong partnership with the local authority. This has led to the headteacher and staff supporting another school in Wigan to help it improve.
- The school's procedures for safeguarding meet statutory requirements and are effectively implemented, ensuring that adults and children are kept very safe
- **The governance of the school:**
 - Governors are well led and know the school exceptionally well. They provide rigorous challenge and support and are currently reviewing their own practice to identify where they can improve further. Governors share the headteacher's passion and drive for continuous improvement. They ensure that all pupils make the best of their 'one chance in life to be at school'. Governors are well trained, visit regularly and ensure they have all the information they need to check that all pupils are achieving as well as they should, especially in comparison with schools locally and nationally. Governors regularly write reports on what they see for the benefit of all the governing body.
 - Careful checks are made on the use of all finances, particularly of the additional funding for physical education and sport and the pupil premium to ensure that eligible pupils are progressing as well as others in the school.
 - Governors ensure that that teachers' pay awards are linked to the pupils making at least good progress

and that better performance by staff is rewarded. Robust checks are made, particularly by the governor responsible for safeguarding, to ensure the safety of pupils and adults.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Their love of learning is reflected in their excellent punctuality and broadly average and improving attendance. Pupils eagerly told inspectors about their pride in their school and of the wonderfully positive relationships enjoyed with staff. Typical pupil comments were, 'I think school is fantastic,' and 'We learn things we don't already know. If you don't quite get something, teachers will help you get to your target.'
- Pupils play happily, cooperate well and are extremely thoughtful and considerate to others. They know the 'golden' rules for behaviour and relish their progress on the 'Golden Apple Behaviour Chart' in class. Pupils particularly enjoy the emphasis in school on celebrating pupils' achievements, both academically and socially. This motivates pupils to try their very best at all times. Pupils love being recognised as 'Achiever of the Week', 'Golden Apple' or a 'VIP' for their successes.
- Pupils are extremely polite and welcoming, eagerly telling inspectors how much they enjoy school and about the kindness of staff. They love the many opportunities to take on responsibilities, such as a school councillor.
- Pupils demonstrate respect and appreciation for other cultures and faiths, and the rights of people to hold different beliefs. As pupils said, 'It would be boring if we all believed in the same things. Everyone has the right to be different and believe in different things.'
- Pupils develop their self-confidence, boost their self-esteem and understanding of the world they live in through a wide range of visits, visitors and residentials in the United Kingdom and in France.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils demonstrate a secure understanding of how to stay safe, keep others safe and of internet safety because of the excellent guidance they receive. Younger pupils know about the importance of not sharing passwords.
- Pupils have a secure understanding of the different forms of bullying, including cyber bullying and bullying as a result of prejudice. They say that is not a problem in school but are confident that any incident would be sorted out quickly and fairly by staff.
- Parents' responses to the school's own surveys, the online 'Parent View', and opinions shared in discussions with inspectors all showed their absolute confidence that their children feel safe and secure.
- The governing body ensures that all risk assessments are of a high quality and checked regularly. They rigorously check that all adults are properly vetted as suitable to work with children. They also regularly check that the safeguarding policy and procedures are robust.

The quality of teaching is outstanding

- Staff have excellent relationships with pupils and show great pride in getting to know every pupil as a unique and special individual. This knowledge is used to encourage and nurture a love of learning, and to motivate pupils to do their very best and believe in themselves.
- Teachers regularly and skilfully check on how well pupils are learning. Individual needs are quickly identified so that pupils are given the right amount of additional support they need to help them flourish. Teachers ensure that they plan activities that challenge the abilities of all pupils, including the most able. This is why achievement is outstanding across the school in reading, writing and mathematics.
- Teachers and teaching assistants promote pupils' excellent behaviour and outstanding attitudes to learning exceptionally well. Consistent, skilled use is made of praise and encouragement to succeed. As a result, pupils are eager to learn, try hard and do their best. Staff regularly remind pupils of the importance of perseverance and resilience in learning and pupils respond very positively to this guidance.
- Highly skilled, systematic teaching of reading, together with precisely targeted additional support, help pupils to become highly successful and confident readers. Staff promote a love of reading as pupils move through the school so that pupils show a genuine thirst for reading books for pleasure and for information.
- Pupils are given many opportunities to extend their writing skills across subjects in many different and exciting ways. Teachers encourage pupils to talk about their ideas, assess their own work and that of

others, and to re-draft work to make improvements. Pupils have many opportunities to reflect on the choice of vocabulary in their writing and to check that grammar and punctuation are accurate. This is helping pupils to produce writing of a high quality with a richness of ideas and expression.

- Teachers ensure that no learning time is wasted and quickly move the most able pupils onto more demanding work as soon as they are ready. This was evident in a Year 5 mathematics lesson where the most-able pupils relished the opportunity of more challenging work from the start. They eagerly explored the relationship between area and perimeter in solving complex problems that made them think hard.
- The regular revision of basic skills and lots of interesting and stimulating problem-solving activities consolidate and strengthen pupils' mathematical abilities. Pupils are encouraged to explain why they have chosen particular strategies and this is helping them to improve their mastery of mathematical concepts.
- Some teachers' marking provides high quality guidance to pupils about how to improve their work. However, not all marking consistently reflects the detail the school's marking policy requires, which sometimes limits the progress of some pupils, particularly in writing.

The achievement of pupils

is outstanding

- Thanks to excellent teaching, all groups of pupils in all three key stages make rapid progress from their starting points. As a result, by the time pupils leave Year 6, they reach standards that are significantly above the national averages in reading, writing and mathematics.
- The work of current pupils across the school and records of the progress of pupils in all classes last year clearly show that they make outstanding progress in reading, writing and mathematics. Reliable school data and other inspection evidence indicate that, currently, pupils' achievement is being maintained or even improved upon the level achieved last year. A greater proportion of pupils than in the past are working at Levels 5 and 6.
- The vibrant culture of high expectations and high quality teaching is firmly rooted in meeting the learning needs of all pupils. The most able pupils are usually given more demanding work that deepens their understanding and stretches their abilities. As a result, the most-able pupils thrive in this 'can do' culture.
- Pupils' work shows an increasingly secure grasp of the rules of spelling, punctuation and grammar, and standards in these aspects of English are rising across the school. Pupils use information and communication technology resources confidently to support their work.
- Pupils make rapid progress in developing their reading skills throughout the school. This is due to highly skilled and systematic teaching and the provision of sensitive and high quality additional support by teaching assistants. Results in the 2014 Year 1 national screening check in phonics (letters and the sounds they make) were in line with the national average, reflecting pupils' excellent progress from their starting points. As pupils move through the school, their reading skills and love of reading strengthen successfully.
- High quality teaching of writing, with a whole-school focus on opportunities for pupils to talk about their ideas and re-draft their work, is resulting in improvements in the quality of writing across the school. More pupils are working at the higher levels, particularly in Year 2 and Year 6.
- Pupils demonstrate an increasingly secure knowledge of basic mathematical skills as they move through the school. The successful focus on strengthening pupils' mastery of concepts is reflected in the confident ways in which pupils respond to challenges to explain their reasoning. Pupils particularly enjoy applying what they have learned to solving problems.
- Teachers and highly skilled additional support staff ensure that the few pupils from minority ethnic groups and those with English as an additional language make outstanding progress from their starting points.
- Disabled pupils and those who have special educational needs are identified quickly so they receive the targeted support they need. This ensures that these pupils make outstanding progress relative to their needs.
- In 2014, the attainment of disadvantaged pupils in Year 6 was half a term behind that of other pupils in the school in reading and writing, and three terms behind in mathematics. Compared to other pupils nationally, pupils' attainment was similar in reading, and nearly a term ahead in writing and mathematics. The progress of disadvantaged pupils was faster than that of other pupils nationally in reading, writing and mathematics. Inspection evidence shows disadvantaged pupils achieve as well as, and sometimes better than, others in the school.

Early years provision**is outstanding**

- Children usually start in the Reception class with knowledge and skills below those typical for their age, with only one in five having the expected skills. Particular weaknesses are evident in communication, language and literacy, calculating and personal development. However, all groups of children, including the most able and those who have special educational needs, make outstanding progress from their starting points.
- In 2014, the proportion of children achieving a good level of development by the end of the Reception Year was in line with the national average. Most children in the Reception class this year are currently on track to reach a good level of development, slightly above the national average for 2014. This represents rapid progress and is ensuring that children are increasingly well prepared for Year 1.
- Children settle into school life quickly due to high expectations, well-established routines, highly caring and nurturing staff, and excellent links with the pre-school provider on the same site. These firm foundations are built on quickly by high quality teaching and access to a stimulating learning. Children benefit from a wealth of visits to places such as the local library or farm.
- Staff use their excellent knowledge of how children learn and develop to grasp every opportunity to capture children's interests and extend learning. Detailed observations are taken of what children can achieve and steps carefully planned to extend learning. This is reflected in the high quality, individual learning journeys that record children's achievements.
- Children have exciting opportunities to explore and develop their learning in the outdoor and indoor areas. Staff very sensitively guide and encourage children's perseverance and ability to talk about their learning. This was clearly evident in the ways in which children were carefully observing fish with magnifying glasses. Children excitedly described the skin as 'shiny', 'soft' and 'squishy'. Some other children were concentrating hard on investigating what happens to water when it is moved about.
- Children develop their early reading and writing skills exceptionally well and show increasing confidence in recognising the sounds that letters make. Children are encouraged to write for different purposes, such as lists, and show increasingly accurate letter formation and spelling. Mathematical skills are also extremely well promoted. Children are challenged to manipulate numbers and count accurately. Children enjoyed the challenge of finding different ways of making towers with the same number of cubes.
- The behaviour of children is outstanding. Children are happy, eager learners who cooperate exceptionally well and act sensibly. They listen attentively, share and handle equipment safely. They show an excellent awareness of their own personal safety and the safety of others.
- The leadership of the early years is very strong. The leader knows the strengths and areas for further development and shares the headteacher's high expectations for continuous improvement.
- Exceptionally strong relationships exist with parents and external agencies, all helping children to make the best possible progress. Robust risk assessments and checks on safeguarding by governors and staff help keep children safe and secure. These ensure that safeguarding effectively meets requirements.

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

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| Unique reference number | 130385 |
| Local authority | Wigan |
| Inspection number | 461765 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 478 |
| Appropriate authority | The governing body |
| Chair | Sue Baker |
| Headteacher | Jane Chambers |
| Date of previous school inspection | 8 February 2012 |
| Telephone number | 01942 768760 |
| Fax number | 01942 768761 |
| Email address | enquiries@admin.lamberheadgreen.wigan.sch.uk |

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