



Orrell Lamberhead Green Community Primary School

Inspection Report

Unique Reference Number 130385
LEA Wigan
Inspection number 282141
Inspection dates 12 October 2005 to 13 October 2005
Reporting inspector Mr Brian Sharples HMI

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

Type of school	Primary	School address	Kershaw Street
School category	Community		Orrell
Age range of pupils	4 to 11		Wigan, Lancashire WN5 0AW
Gender of pupils	Mixed	Telephone number	01942 768760
Number on roll	369	Fax number	01942 768761
Appropriate authority	The governing body	Chair of governors	Mrs S Baker
Date of previous inspection	19 June 2000	Headteacher	Mrs Jean Hodgkinson

Age group 4 to 11	Inspection dates 12 October 2005 - 13 October 2005	Inspection number 282141
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and two additional inspectors.

Description of the school

Orrell Lamberhead Green Community Primary School is a larger than average primary school. The school's catchment area is varied in character with around 45% of the pupils coming from wards with higher than average levels of social and economic deprivation. The school occupies two sites which are about 300 metres apart. Pupils move from one site to the other at the beginning of Year 4. The percentage of pupils entitled to free school meals is higher than the national average and the proportion of pupils with learning difficulties and/or disabilities is well above the national average. The number of minority ethnic pupils is well below average at around 2%.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that provides at least satisfactory value for money. The overall quality of teaching and the progress made by pupils is satisfactory. Pupils achieve around average standards by the time they leave school. The school has identified concerns over progress and attainment particularly amongst boys and higher achieving pupils and is beginning to implement strategies to address them. The curriculum meets all statutory requirements and is broad and varied.

The school operates on a split site. The facilities and classrooms at the upper school are dated and the dining room is presently sited in a post-war brick building beside the main school. The staff have done a good job at trying to ensure that the classrooms and corridors are as bright and inviting as possible.

The care, guidance, support and personal development of pupils is good overall. The great majority of parents acknowledge this through the parent questionnaires. The school is not complacent and is continually looking for feedback and ideas for improvement from parents and the pupils' school council. Overall, the pupils' attitudes to school and their behaviour are good. Attendance is slightly below average.

The new senior leadership team has had to manage some difficult situations at a challenging time for the school. The team has made some good progress in key aspects of the school's life. Some of the strategies and policies have only been in place for a short time and have therefore not had time to become established or make a major impact. The leadership team has some effective systems for carrying out ongoing self-evaluation of the school and as a result it knows its strengths and weaknesses well. The governors have yet to be fully involved in the self-evaluation process. Overall, the leadership and management of the school is satisfactory. The inspection team agree with all but one of the school's judgements provided for the inspection. There is an ethos of close cooperation and a sharing of common goals between all parties including staff, pupils and parents. The school has made satisfactory progress in many areas since the previous inspection. The capacity exists for this school to improve further with continued focus on the main areas for concern.

What the school should do to improve further

- Raise attainment across the school with particular emphasis on the core subjects.
- Raise the attainment of boys and more able pupils particularly in literacy and numeracy.
- Ensure that the quality of teaching is consistently good.
- Ensure that overall attendance rates improve.
- Ensure that governors are active in the self-evaluation process and provide challenge whenever necessary.

Achievement and standards

Grade: 3

The standards achieved and the progress made by pupils by the time they leave school is just in line with national averages. Pupils enter the school with average to below average ability. The school's assessments indicate that pupils make at least satisfactory progress in the Foundation Stage and standards range from satisfactory to good. However, by the end of Key Stage 1, progress has dipped and attainment in reading, writing and mathematics is well below average. From this low starting point, pupils make satisfactory progress throughout Key Stage 2 so that by the end of Year 6 performance overall is broadly in line with national averages. However, performance in the individual core subjects has varied over the last few years. English has shown the best improvement, but results particularly in mathematics have moved up and down. The school has analysed the trends in pupil achievement over the last few years, and has recently put in place several strategies to address any underachievement. These include tracking of pupils' work, target setting, regular testing, advice from local advanced skills teachers, and support with planning for teachers in new classes. It is too early to measure the full impact of these strategies.

The school has also identified specific groups who are underachieving. For example, data shows that the attainment of boys and the more able pupils is lower than expected. Numbers reaching the higher levels in national tests are less than in most schools. Although teachers are good at planning work for pupils with different abilities, they do not challenge the most able pupils sufficiently. The school is introducing strategies to address this issue, such as working with other local primary schools to share ideas and devise appropriate programmes.

The school, together with the local authority, have identified writing and mathematics as areas for improvement. Challenging and realistic targets have been set for individual pupils and progress is carefully tracked. Each term a special 'Progress Week' is held, where work in English and mathematics is assessed, and targets updated. These initiatives, although relatively recent, have started to improve both literacy and numeracy skills, but have yet to impact on standards. The lower level of pupils' literacy skills holds back their progress in all subjects.

Personal development and well-being

Grade: 2

The provision for pupils' personal development and well-being is good. The ethos of the school is one that promotes a supportive and caring learning environment for the pupils. Pupils enjoy their time at the school.

The school provides a wide range of opportunities and experiences to develop the spiritual, moral, social and cultural awareness of pupils. For example, pupils are given plenty of opportunity to develop social skills through structured 'circle time' sessions. Class and whole school assemblies provide the opportunity to develop pupils' spiritual, moral and cultural awareness. Pupils show a keenness to learn in all situations around school.

The school promotes healthy lifestyles in pupils through activities such as a healthy eating programme, organised sports and games at lunchtimes and after school and well structured physical education lessons. The school has introduced an initiative whereby all pupils in Years 4 and 5 attend a local high school to take part in a range of business and enterprise activities.

The overall attendance is slightly below average, but the school has several good strategies in place to address the issue. Support from the education welfare officer is good. Behaviour had previously been a concern in some lessons and during break times and lunchtimes. However, with support from the local authority, and through the introduction of several initiatives including the nurture group, this issue has been greatly reduced. Behaviour in lessons and around school is good. Pupils feel that the school is a safe place. There are very few incidents of bullying but, if this does happen, staff are very quick to respond.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning are satisfactory. The quality of lessons seen ranged from satisfactory to good. In the good lessons, pupils were clearly enjoying their work and made good progress. There was an enthusiasm and commitment on the part of both pupils and teachers and relationships in the class were good. In the weaker lessons, learning objectives were not always made clear and progress was slower.

The basic skills in literacy and numeracy are being developed and reinforced in most classes and through many subjects. However, this is not yet being applied consistently or on a regular basis. During the visit, there was little use made of information and communication technology (ICT) in the classroom.

The planning for teaching and learning is well structured and managed. The management team has recently introduced a system for regularly monitoring the quality of teaching and learning across the school. During a period of instability through staff absences, the senior managers have worked hard to minimise disruption and ensure that the pupils' education was not badly affected.

In Key Stage 2, pupils are taught in sets in mathematics and English. This helps teachers meet each pupil's individual learning needs. Most teachers are trying to ensure that the whole range of pupils' abilities and backgrounds are met in lessons, although there is room for improvement in this aspect of work.

Assessment procedures are thorough, and teachers are good at sharing information with pupils to help them improve. Although work is beginning in this area, pupils are not yet fully involved in self-assessment or the setting of their own targets. Teaching assistants and other adults give sensitive support and are used well to ensure that pupils with learning difficulties and/or disabilities are fully included.

Curriculum and other activities

Grade: 2

The curriculum is carefully planned and well monitored to ensure that there is a good range of lessons and activities on offer. The curriculum is designed well to meet the pupils' different needs. For example, this is seen clearly through the provision for pupils with learning difficulties and/or disabilities and those in the nurture group. There is a good focus on developing links between different subjects in order to stimulate the pupils and make learning more interesting. This is seen in Year 5 where pupils have worked on a topic including drama, music, history and English. The curriculum for children in the Foundation Stage is developing well. For example, the recently introduced 'Inspire' project supports children's learning well through its involvement of parents. Pupils are enthusiastic about the high quality and wide range of interesting extra-curricular activities on offer such as the soccer academy, French club and ICT workshops.

Care, guidance and support

Grade: 2

The quality of care, guidance and support for pupils is good. There are good procedures to promote their health and safety. The school has recently improved procedures for child protection. A revised policy has been produced and all staff are now appropriately trained to identify and respond to children who are at risk. There are very good links with a variety of outside agencies such as the behaviour support team and the child and adolescent mental health team. As a result of these links, the school has a well established nurture group and is also piloting two projects to support pupils with emotional and social difficulties. Consequently, vulnerable pupils benefit from specialist support and make good progress. Pupils with learning difficulties and/or disabilities are well supported and fully included in lessons and other activities.

Pupils are becoming involved in setting their own targets and are given good feedback by staff so they know how well they are doing. They feel safe and secure and are confident that staff will support them if they have a problem. There are good procedures in place to help new children to settle into the Foundation Stage and to help pupils transfer successfully to secondary education.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory. Since the previous inspection it has been fragmented and not without problems. This was because of a range of factors including, two periods of long-term sick leave for the headteacher, the closure of the moderate learning difficulties unit, the departure of several staff and other long periods of staff illness.

At the start of 2005, two of the existing staff were given the roles of acting headteacher and acting deputy to lead and manage the school in the short term. They are the senior

leadership team and since their appointment they have formed a good working relationship. The leadership and management are now more coherent and a greater level of stability has been achieved. The senior leadership team is further supported by a wider leadership team which includes the two key stage leaders and the literacy coordinator.

There is a good school improvement plan which, although at final draft stage, clearly identifies the main priorities for improvement and criteria to measure when they will have been achieved. The plan has been produced as a result of some collaborative working between the senior leadership team, staff and governors. All parties now have a clearer understanding of the school's vision and priorities.

The senior leadership team has focused on developing the management skills and responsibilities of subject leaders. Staff have been trained on monitoring subjects and lesson observations. Every subject and major aspect of school life will be monitored on a three-year cycle by the senior leadership team or subject leaders. This aspect of work is still developing. The governing body receives regular update reports from the acting headteacher.

All staff now have clear job descriptions which have been renegotiated this year. There is an effective performance management system in place and all teachers have been appraised.

The governors received local authority training on the process of school self-evaluation. However, they have been slow to acknowledge or fulfil their responsibilities in this area of work. Similarly, the challenge provided by the governors has previously not been as rigorous as would be expected in the circumstances. However, the governing body has recently been reconstituted with five new members and the chair of governors is confident that the new body will provide the rigour and challenge required.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for the welcome you gave the team of inspectors and me when we visited your school on the 12 and 13 October 2005. We really appreciated the help you gave us, especially in sharing your work and your ideas about the school. You made us

feel that we were a part of the school and helped us to settle in quickly so that we could do our work.

What we liked most about your school

- Quite a lot of the teaching is good and helps you to do your best.
- The interest that most of you show in lessons and the way you enjoy learning.
- Your good behaviour and attitudes towards school.
- The way that you feel safe around school and enjoy being there.
- The way that all the staff guide and care for you and want to see that you come to no harm.
- The wide range of subjects and other activities you are given both in and out of school.
- The interest and support your parents show in the school.

What we have asked your school to do now

- The teachers to help you to get even better grades in subjects like English, mathematics and science.
- Some of you are not doing as well as you could particularly in literacy and numeracy. We want the school to help you do better.
- We want the school to make sure that the teaching is good all the time.
- You all need to make sure you come to school all the time and are hardly ever absent.
- The leaders and governors of your school need to make sure that they are always watching how you make progress and challenge each other.

Do continue to enjoy being at Orrell Lamberhead Community Primary School and make the most of your time there.