

Ormskirk West End Primary School

Inspection report

Unique Reference Number	119282
Local Authority	Lancashire
Inspection number	291372
Inspection date	27 March 2007
Reporting inspector	Carole Cressey

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	3–11
Gender of pupils	Mixed
Number on roll	
School	192
Appropriate authority	The governing body
Chair	
Headteacher	Mr Peter Guy
Date of previous school inspection	1 October 2001
School address	Grimshaw Lane Ormskirk Lancashire L39 1PA
Telephone number	01695 574375
Fax number	01695 571220

Age group	3–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Most children come from White British backgrounds; a very small number are from minority ethnic backgrounds; none has English as an additional language. The proportion of pupils who are entitled to free school meals is below average, as is the percentage with learning difficulties and/or disabilities. Pupils come from a mix of socio-economic backgrounds and there are pockets of considerable deprivation. Mobility in the school is higher than average. The attainment of children when they start school is below that expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school, which gives excellent value for money. It is exceptionally well led and managed. The school has a very accurate insight into its strengths and weaknesses. The long serving headteacher is immensely respected and highly regarded by pupils, parents and the community. Everyone connected to West End School works as a team to create an exceptionally strong ethos where the care, well-being, enjoyment and achievement of every pupil are central to its work.

Pupils achieve exceptionally well and academic standards are very high when compared to other schools. The school's results in national tests are consistently in the top 5% of schools nationally. This is no mean feat considering pupils enter the school with standards which are below average and a significant number of pupils enter and leave the school at different times during the year.

This is a most caring school that treats every child as a special individual. Parents are delighted that their children, whatever age, ability, temperament or level of additional need are integrated into school with remarkable ease and receive the support and care they need to become happy and successful.

Pupils' personal development is outstanding. All activities, whether they are before school, in lessons, at break time, after school or at weekends, develop pupils' love of learning, which is reflected in their above average attendance. Pupils have a good understanding of how they can stay healthy, keep themselves and others safe and become caring, responsible members of their school and the local and global community. Parents say the headteacher was implementing 'Every Child Matters' long before it became a national initiative.

Throughout the school, including the Foundation Stage, teaching and learning, supported by an outstanding curriculum, are consistently of a very high standard. Many different exciting tasks and activities grasp boys' and girls' imagination and promote a love of learning. During the course of a typical day, pupils can be engaged in making a swamp for dinosaurs, writing a book with seven chapters on the elusive 'Emily Stephenson', listening enraptured to the story of the 'Willow pattern', learning to speak Spanish, or handling a wide range of thrilling artefacts from long lost civilisations. It is not surprising, therefore, that pupils in this school reach such high standards.

What the school should do to improve further

There are no significant areas for improvement.

Achievement and standards

Grade: 1

Standards are significantly above average and pupils achieve exceptionally well because teaching is consistently of a very high quality throughout the school. Children's attainment when they first enter the school is usually below that expected for their age. Once they are immersed in the exciting learning environment in the Reception class, they make rapid progress and by the time they move into Year 1 the majority are working at the expected levels for their ages and a good number are exceeding them. Pupils continue to achieve well in Years 1 and 2. Standards in the present Year 2 are above average. Pupils continue to work very hard in Key Stage 2 and at the end of Year 6 the proportion of pupils reaching the expected level and higher levels is well above average. In the latest 2006 tests, almost every pupil reached the expected level in

English, mathematics and science and well over half reached the higher levels. In science, almost all pupils reached the higher level. The school usually exceeds the ambitious targets it sets for itself in national tests. The standard of boys' writing is especially high and is a reflection of the very imaginative teaching of this subject. Pupils with learning difficulties and/or disabilities do well and often reach standards that exceed those expected for their ages. Girls and boys do equally well. The very few pupils from minority ethnic groups reach standards that are similar to their peers.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. Pupils show a tangible enjoyment for learning and want to do really well. This is reflected in their good attendance not only in school but also at weekend booster classes. Keeping fit and healthy eating are high priorities for these pupils as they take part in the many sporting activities, buy fresh fruit at break time and choose healthy food at lunch time. Pupils are exceptionally confident and friendly and show immense pride in their school as they show prospective parents and other visitors around classrooms. They say that their school 'is so brilliant there are no words to describe it'. West End pupils show exemplary care towards their classmates. This extends to a mature understanding and tolerance for other people, religions and ways of life. Years 5 and 6 pupils take their 'buddy role' very seriously and the younger children are delighted to have someone to play with until they make friends in their own class. The school council is very proud of the impact it is having on improving school dinners and in providing new games for break time. Pupils have very good awareness of environmental issues and have helped to design a new park for the community as well as being aware of the importance of recycling.

Quality of provision

Teaching and learning

Grade: 1

Outstanding teaching throughout the school, including the Foundation Stage, enables all pupils to achieve exceptionally well and reach the highest standard they can. Lessons have an ethos of hard work and hum with concentration, warm relaxed relationships and high levels of challenge for all. Highly skilled teaching assistants provide excellent support to different groups, accelerating progress and managing challenging behaviour. Teachers provide pupils with the tools they need to be successful learners. Pupils are continually reminded about what they already know and given prompts, guidelines and sharply timed tasks to keep them focussed and working hard. Regular and rigorous assessments inform teachers of the level of understanding and progress of each pupil and this is a key tool to accelerating learning and ensuring that pupils achieve as well as they can. The marking of pupils' work is very good and provides them with clear and challenging information on how they can improve further. Pupils have individual targets, which help them improve and move on to the next stage in their learning.

Curriculum and other activities

Grade: 1

The curriculum is excellent. The school believes the bedrock of its success is in developing high standards in English and is very successful in ensuring that English has a very high priority in

every subject. This, along with the emphasis on numeracy and information and communication technology, is making a vital contribution to pupils' future role in society and their economic well-being. It is an especially creative curriculum, which includes a wide range of sport, music, drama, art and dance and whenever possible pupils have first hand learning experiences. The curriculum is adapted to meet the individual needs of all pupils. Parents value the fact that the school is sensitive to the needs of those children new to the school, those with learning difficulties and/or disabilities and those who are talented and gifted. Pupils learn Spanish in school but also have the opportunity to learn French in one of the many after school clubs that enrich learning. Parents say the many trips their children go on provide them with independence. They are particularly impressed with the Year 6 residential experience, which many of them say change their children 'over night' helping them become exceptionally confident individuals ready for the next step in their education. An excellent programme of social and health education provides pupils with the necessary tools to develop personal safety, care and healthy living. Pupils are exceptionally well prepared for the next stage of their education.

Care, guidance and support

Grade: 1

One of the main reasons why pupils achieve so well is the school's outstanding level of care, guidance and support. Arrangements to safeguard pupils meet all statutory requirements. Starting school in Reception is a happy experience because the parents and children are already very familiar with their teachers and surroundings due to very good induction arrangements. Pupils with additional needs receive an exceptionally high level of care and support. Carers for children with very complex needs are carefully chosen to fit in with individual needs and temperaments and parents believe this is crucial to their children making the rapid strides they do. The taking of national tests is stress-free because parents and children are prepared well and have the tools to be successful. Teachers track each pupil's academic progress carefully and set challenging targets, which are shared with pupils to enable them to improve and reach their full potential.

Leadership and management

Grade: 1

Parents wholeheartedly attribute the success of the school to the exceptional leadership of the headteacher. How accurate and perceptive they are. This exceedingly caring headteacher, very ably supported by a most creative and effective deputy headteacher lead and manage the school with an outstanding vision, based on a belief that every child will get the very best of education in West End School. His quiet warmth, enthusiasm and highly tuned professional skills result in excellent teaching, exemplary levels of care and a vibrant curriculum. Assessments, test results, the quality of teaching and learning are all monitored rigorously to ensure that standards remain high and pupils do not underachieve. Leadership, including the astute governing body, greatly values the input from staff, parents, members of the community and other schools. Their skills and talents are used to enrich pupils' learning and social development. A much loved 'lollipop man' is featured in one of the school's murals and an energetic octogenarian lady regularly cycles to the school to hear pupils read. Teaching assistants are as likely to come up with a new initiative as the teachers. For example, one of the support staff has just won a grant to fund a travel plan. The school does not rest on its laurels and believes standards can be even higher. The school is continually looking to the future, planning to ensure

that it can meet the challenges and changes of a twenty-first century curriculum. Monies have been spent on improving the environment and further refurbishments are planned when funds allow. There has been excellent improvement since the previous inspection.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

28 March 2007

Dear Pupils

Inspection of Ormskirk West End Primary School, Lancashire, L39 1PA

Thank you very much for being so friendly and welcoming when I visited your school a short while ago. The pupils who took me to see all the best things about your school made feel extremely welcome. Your school is full of exciting things. Like you, I especially liked all the wonderful artefacts you have to inspire you to learn more.

You are very successful and enthusiastic learners who work really hard to do the very best you can. I wonder if you know that your work in English, mathematics and science is among the very best in the whole of England! No wonder you are so proud of your school.

In addition to all the wonderful things you do, you also have the opportunity to learn not just one language like many children do but two, Spanish and French.

I was pleased to see how confident Year 6 pupils are about taking their SAT tests. How sensible to go to extra classes in your own time, so that you are really well prepared.

You are very proud of the school council and it was good to know that you think it helps to make your school a better place.

Behaviour in your school is also very good and what a wonderful reward to be able to wear that magnificent sombrero for a day. It was really good to hear from you that there is no bullying in your school and you also said that if there was, your teachers would quickly sort it out. This obviously makes you feel very safe in school. Being a 'buddy' to a younger child is such a good way to make sure everyone feels happy in your school and learns to care for each other.

You go to an excellent school where all the adults work so hard to make lessons interesting and help you learn such a lot. I hope you will continue to enjoy school as much as you do now and that it will help you to become happy and successful adults.

Yours sincerely

Carole Cressey

Lead Inspector