

# Ormskirk Asmall Primary School

## Inspection report

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<b>Unique Reference Number</b>	119314
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	291383
<b>Inspection dates</b>	15–16 March 2007
<b>Reporting inspector</b>	Kathleen McArthur

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	91
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Bill Jones
<b>Headteacher</b>	Mrs Brenda Golds
<b>Date of previous school inspection</b>	1 March 2001
<b>School address</b>	Tennyson Drive Ormskirk Lancashire L39 3PJ
<b>Telephone number</b>	01695 576654
<b>Fax number</b>	01695 571286

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The school is smaller than most primary schools and stands in a rural location on the outskirts of the town. Most pupils are of White British heritage. On entry, children's attainment is a little below that typically seen for their age. The proportion claiming free school meals is below average. The proportion of pupils with learning difficulties and disabilities is slightly higher than average, and a much higher than average proportion has a Statement of Special Educational Need. The school is resourced for pupils with hearing impairment. A private nursery is housed in the building. The school has gained several local and national awards, including Learning Excellence awards for modern foreign language and information and communication technology (ICT) provision, Education Excellence for extra-curricular activities and Healthy Schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that gives good value for money. The inspection confirmed the school's own view of its effectiveness. Leadership and management are good. Good leadership by the headteacher has secured the commitment of staff, governors and parents in the drive and determination to improve the school. The majority of parents are very satisfied with the school, commenting on the calm atmosphere and ethos of warmth, care and respect. Pupils with a wide range of learning difficulties and disabilities are educated alongside their classmates. The parents of these children are full of praise for the way the school ensures that they are fully included in all activities.

Pupils achieve well because the teaching is good. In 2006, standards were above average at the end of Key Stage 2, and pupils exceeded the school's targets in English, mathematics and science at the expected level and at the higher level in English and science. The majority of pupils in Key Stage 1 reach the expected levels, but fewer than average reach higher levels, particularly in mathematics. The quality of education in the Foundation Stage is good; children make good progress and many exceed the expected goals for their age. Performance in mathematics throughout the school has declined somewhat in recent years and strategies to remedy this have yet to become fully effective.

Personal and social development is good so pupils become kind and considerate individuals. Pupils are happy, behave well and enjoy school because, as one said, 'Everyone is friendly and knows each other.' They do not think bullying is an issue so they feel safe and secure and know the staff will sort out any problems quickly. Pupils appreciate the good programme of personal, social and health education that gives them ample opportunities to consider their own and other people's feelings, participate in many physical activities and understand how to be healthy. They contribute responsibly to the life of the school as councillors and playground 'buddies', and take part in many local community events. Good links with a school in Kenya provide meaningful insights into the needs and lives of children and others in the global community. Academic and social skills give pupils a good foundation for their future economic well-being.

The curriculum is good and the school has gained awards for the stimulating range of enrichment activities. One parent commented, 'The school provides an exceptional range of challenges across the academic, sporting and cultural aspects of school life.' Pupils are cared for well and good assessment systems contribute effectively to their good progress.

### What the school should do to improve further

- Provide increased challenge in the teaching to ensure that more pupils reach the higher levels in mathematics.

## Achievement and standards

### Grade: 2

Achievement is good. Pupils make good progress through school due to good teaching. When children start school in Reception, their early language and calculation skills are lower than those in other aspects of their development. Good teaching and the imaginative range of practical learning activities ensure that children make good progress in all areas of learning. By the end of Reception class, they meet and often exceed the learning goals for their age.

Progress is satisfactory in Key Stage 1 and in 2006 most pupils reached the expected levels in reading, writing and mathematics. Few reached the higher levels, and results in mathematics at the higher levels were much lower than results nationally.

Progress speeds up in Key Stage 2 and, in 2006, standards were above average. Pupils exceeded the school's targets in English, mathematics and science at the expected level and at the higher level in English and science, but narrowly missed the higher level target in mathematics. Standards in the current Year 6 are not as high. A significant proportion of pupils in the year group has learning difficulties and/or disabilities and 20% have statements of special educational needs. Despite these factors, all pupils make good progress. Over recent years in mathematics, fewer pupils have sustained their performance at the higher levels in Key Stage 1 to Key Stage 2. Strategies to remedy this, including helping pupils apply their knowledge to solving problems have yet to become fully effective. Pupils with learning difficulties and disabilities are well supported by skilled staff to ensure that they make good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils reflect quietly on the needs of others; for example, during the assembly presented by Years 3 and 4 on Red Nose Day when pupils considered ways to help others. Links with a school in Kenya and studies of other religions and cultures help pupils understand and respect different ways of life in preparation for life in our multi-cultural society. Attendance is above average. Relationships are good so pupils work co-operatively and enjoy their lessons. All age groups mix and play well together and older pupils look after Reception children with great care in the playground. Pupils are especially caring towards those with learning difficulties and disabilities who are fully included as valued members of the school community. Behaviour is generally good and pupils report that bullying is not an issue. Occasional incidents, such as name calling are dealt with swiftly and pupils know they can seek help from any member of staff. School councillors take their roles seriously and are proud of their successful efforts to provide benches and play equipment. The site has plenty of space for vigorous exercise and pupils enthusiastically take part in a variety sporting activities. Organising fund-raising and secure academic and ICT skills contribute well to pupils' future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils progress well because the quality of teaching and learning is good. Reception class children get off to a flying start and progress well in all areas of learning due good teaching that provides imaginative activities and good opportunities to learn outside. Throughout the school, lessons are well planned and organised and make full use of all available resources, including ICT and support staff. Good displays of vocabulary and prompts to help them learn increase pupils' independence. The teaching assistants are particularly skilled in supporting pupils with learning difficulties and/or disabilities. Consequently, these pupils make good progress in relation to their capabilities. All pupils lose concentration when, occasionally, teachers talk for too long and do not fully involve them. Sometimes, activities do not stretch the more able pupils to challenge them to extend their learning and reach higher levels.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and meets all statutory requirements through a broad, balanced range of activities. Suitably adapted programmes of learning for pupils with learning difficulties and disabilities meet their needs well. Good provision for literacy, numeracy and ICT successfully supports pupils' learning in all subjects and prepares them for future economic well-being. For example, some pupils reported the visit to Liverpool using literacy and ICT skills while others extracted information from computer databases. The personal and social development programme provides good opportunities for pupils to consider feelings and relationships and learn how to stay healthy and safe.

Pupils and parents value the outstanding enrichment activities that have received awards covering sports, the arts, language and the environment. As well as enjoying many visits and visitors, all pupils learn Spanish and older pupils play brass instruments. Each class cultivates a vegetable garden and the school has the silver Eco Award for environmental care. Pupils are keen to attend school clubs. Contributing to community events and acting as councillors and 'buddies' prepares them to become responsible and mature citizens.

## **Care, guidance and support**

### **Grade: 2**

Every pupil is valued and respected in the school's inclusive environment. Parents rightly believe that their children are well cared for. All procedures to safeguard pupils are firmly in place and meet current requirements. Carefully planned arrangements give the youngest children a happy start in Reception so they progress rapidly. Good links with local secondary schools ensure that older pupils transfer confidently to the next stage of their education.

Thorough assessment systems give a clear picture of academic progress and of where extra help is needed; they are particularly valuable in providing good support for pupils with learning difficulties and disabilities. Pupils are given good guidance on how to improve; they know their learning targets and are becoming more involved in assessing their own progress.

## **Leadership and management**

### **Grade: 2**

Good leadership and management by the headteacher, supported by the skilled deputy headteacher, staff and governors, have successfully implemented a clear vision for school improvement. This is seen in pupils' good progress and personal development. Leadership and management of the Foundation Stage and of the provision for pupils who have learning difficulties and disabilities are good. Governance is good. Governors have a good working knowledge of the school, putting them in a good position from which to provide challenge and support. Good relationships between school and parents and with all external support agencies benefit all pupils, most especially those with learning difficulties and disabilities. Inclusion is good. The school makes sure all pupils have equal opportunities to participate fully in all activities. The school evaluates its performance honestly and accurately. When weaknesses are identified, appropriate actions are taken swiftly to raise attainment. Resources are used well, and the budget managed carefully to maintain good levels of staffing. All issues from the

previous inspection have been fully resolved and the school is well placed to make further improvement.

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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	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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**

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

Ormskirk Asmall Primary School

Tennyson Drive

Ormskirk

Lancashire

L39 3PJ

19 March 2007

Dear Children,

I would like to thank you all for making me welcome and helping me complete my work when I visited your school last week. All the juniors told me how much they had enjoyed their day in Liverpool and Reception children certainly enjoyed working outside. You told me that you like all the space for games on the field and the playground and it will soon be time for you to work on your gardens. I thought you might like to know what I found out.

You attend a good school and make good progress with your work. Teachers make sure your work is interesting, and you told me that you enjoy your lessons, especially ICT. There are many things that help you enjoy school; such as, the Spanish lessons, brass instrument lessons, outings and visitors who come to talk to you. You benefit greatly from having so many different clubs and sports after school.

You behave well and feel safe in school and say all the teachers will help you if you have a problem. I was really impressed by the way you look after each other so carefully and try to help others, both in school and in other countries.

I have asked the teachers to help improve your work in mathematics. They are going to give you more challenges so more of you reach higher levels in the tests.

You can help them by always listening carefully and working as hard as you can all the time.

I send my best wishes to you all,

Yours sincerely

Mrs Kathleen McArthur

Lead inspector