

Ormskirk Church of England Primary School

Inspection report

Unique Reference Number	119372
Local Authority	Lancashire
Inspection number	313271
Inspection dates	20–21 November 2007
Reporting inspector	Dave Byrne

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	323
Appropriate authority	The governing body
Chair	Mrs Sylvia Cottle
Headteacher	Mr John Rowlands
Date of previous school inspection	1 June 2003
School address	Greetby Hill Ormskirk Lancashire L39 2DP
Telephone number	01695 574027
Fax number	01695 579553

Age group	4-11
Inspection dates	20–21 November 2007
Inspection number	313271

© Crown copyright 2007

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 three Additional Inspectors.

Description of the school

The school is larger than average. Numbers are falling due to demographical changes in the locality. An above average proportion of pupils are from relatively advantaged social and economic circumstances. The vast majority are of White British origin with a small minority from other ethnic backgrounds. The percentage of pupils eligible for free school meals is below average. An above average percentage has a statement of special educational need but overall, the proportion of pupils with learning difficulties and/or disabilities is below average. There is care for pupils before and after school.

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 in which pupils not only achieve very well academically but also in terms of their personal development. Outstanding leadership by the headteacher ensures that the school is a happy community in which pupils thrive and achieve well. One statement that typifies the views of the vast majority of parents is, 'The school does all it can to give pupils the academic and social skills required to make a success of life.'

High quality care and meticulous attention to safety provides pupils with a secure, safe environment for pupils to learn. Pupils feel that they are safe and that undesirable behaviour is rare. They develop excellent relationships with others and are polite and well mannered at all times. They love learning and respond with great enthusiasm to their teachers. This is one reason for pupils' good attendance and good achievement. Practical subjects such as art and technology are particularly popular, but many also enjoy writing. Good provision by the school prepares pupils exceptionally well for their future lives. The extent to which learners adopt healthy lifestyles and safe practices is outstanding.

Children get a good start to school life in the Foundation Stage. From starting points that are broadly in line with typical expectations, they make good progress and most reach and some exceed the goals expected for their age. As a result, when they start Key Stage 1, they are well prepared for learning. Good progress occurs in Key Stage 1 and by Year 2 pupils attain above average standards in reading, writing and mathematics. In Key Stage 2, progress slows in Year 3 and then accelerates in Years 4, 5 and 6. Standards at the end of Key Stage 2 are significantly above average overall. Whilst standards are significantly above average in mathematics they are slightly lower than the outstanding results in English and science. This is because of some underachievement in mathematics amongst average and lower attaining pupils.

There are outstanding features to teaching in Years 4, 5 and 6, and elements of Key Stage 1. The most effective teaching is in English. A particular strength in Key Stage 2 is the effective use of marking to involve pupils in their own assessment. This is a key factor in the high percentage of Year 6 pupils exceeding national expectations.

The very high standards and good achievement are the result of good teaching and a well planned curriculum that makes learning fun. The needs of all pupils, including those with learning difficulties and/or disabilities, are effectively met so that these pupils progress at a similar rate to that of their classmates. Good links with schools in the local area, as well as further afield including China and Australia, benefit the development of staff. This feeds into improving the quality of teaching and learning for all pupils.

At the heart of the school's success is the outstanding leadership provided by the headteacher, supported by a very effective deputy. The head works tirelessly for his staff and pupils and is constantly seeking ways of improving the school. Although the school is well managed and self-evaluation is accurate, key staff have very little planned time to perform their management roles. Consequently, many essential jobs are done in the staff's own time, which adds to their demands. Since the last inspection, the school has raised standards and maintained the previously identified strengths. Given the current structure within the school, it has good capacity to continue to improve in future.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage is effectively managed and provision is good. Children start Reception with standards that are broadly typical for children of this age. Amongst the children, however, there are some very high achievers and also an increasing number with learning difficulties and/or disabilities. Warm relationships and an emphasis on personal development mean that children feel secure and settle quickly into school life. Good teaching ensures that most children reach the goals expected and some exceed them. Children thoroughly enjoy the wide range of learning experiences available indoors, but opportunities for learning outdoors are more limited. Relationships with parents are good. They are welcomed regularly into school and encouraged to get involved in their children's education.

What the school should do to improve further

- Ensure that where pupils' progress is not at the same pace as in other subjects appropriate action is taken.
- Ensure that key staff have sufficient time to manage their responsibilities.

Achievement and standards

Grade: 2

Pupils achieve well. After starting school in Reception with typical skills for their age, children make good progress. By the start of Year 1 most pupils reach and some exceed the expectations for their age. Good progress continues in Key Stage 1. At the end of Year 2 standards in reading, writing and mathematics have been significantly above average in recent years. In 2007, results dipped slightly but still exceeded expectations in reading and writing. Inspection evidence indicates that pupils are currently working at levels that exceed typical expectations.

Unvalidated results for the 2007 Year 6 national tests were significantly above the national average. Inspection evidence confirms that pupils do exceptionally well in English and very well in science. In mathematics, whilst standards are significantly above average overall, achievement is not as good as that in other core subjects because there is underachievement amongst some average ability and lower attaining pupils. Assessment data, coupled with inspection evidence, shows that the school sets realistic but challenging targets for pupils in Year 6. In 2008, pupils are predicted to reach above average standards but not quite as high as they were in 2006 and 2007. Pupils also achieve well in art and design, ICT, design and technology and sport.

Pupils with learning difficulties and/or disabilities make good progress, as do pupils for whom English is an additional language. Boys and girls generally perform similarly, except in writing, where girls tend to do better.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding, as is their behaviour and attitudes. Pupils enjoy learning and they take great pride in what they do. Their enjoyment of school life is a key factor in their good academic achievement and above average attendance. Pupils of all social and cultural backgrounds get on very well together. Incidents of physical or racist harassment are very rare. The school's accreditation as a Healthy School is reflected in the pupils' good understanding of the choices required to live healthy and safe lives. Pupils' views

are valued. Suggestion boxes, regular pupil questionnaires and a thriving school council enable pupils to share their feelings and influence the school's direction. A lively discussion with the Eco Committee demonstrated pupils' good understanding of how to be a responsible citizen. They develop outstanding levels of social and moral development. Pupils have a good understanding of their local culture, but their knowledge and understanding of the richness and diversity of Britain's multicultural society is not quite as strong. The good academic achievement and outstanding social skills prepare pupils very well for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with some outstanding features in upper Key Stage 2 and elements of Key Stage 1. Teaching is particularly good in English where high standards are consistently demanded in terms of reading, writing and quality of presentation. The very best teaching is typified by the good use of assessment to meet the differing needs of pupils in class. Where teaching is satisfactory rather than good or better, there is a tendency to limit opportunities for pupils to take responsibility for their own learning and expectations for some pupils in mathematics can, on occasions, be relatively lower. Very good liaison between teachers and teaching assistants ensures that pupils with learning difficulties and/or disabilities are totally included in lessons and make good progress. ICT is used well to support teaching in parts of Key Stage 2 but elsewhere, limitations of resources, and at times staff confidence, reduces the impact on pupils' learning. In Years 4, 5 and 6, excellent use is made of marking to involve pupils in taking responsibility for their own learning. This is a major factor in the very high standards in English.

Curriculum and other activities

Grade: 2

The curriculum is good and contributes to pupils' enjoyment of learning and their progress towards being well rounded individuals. The curriculum is designed not only to ensure good academic achievement, but also to contribute to their personal development. Social and Emotional Aspects of Learning (SEAL) materials are used extensively and successfully support pupils' well-being. Good attention to the basic skills of literacy and numeracy results in high standards and some good use of ICT in Years 4, 5 and 6 extends pupils' learning. Provision for sport is a strength and benefits from good links with other schools. Good provision is made for pupils with learning difficulties and/or disabilities and a promising start has been made in meeting the needs of the able, gifted and talented. The standard curriculum is very well enriched by a good range of educational visits and visitors. Pupils are very enthusiastic about their involvement in the Montserrat Project, which challenged the more able pupils to apply many skills, particularly linked to computer technology. Pupils are very keen to attend extra-curricular clubs which includes such diverse activities as reading, cookery, chess, judo and a range of sports.

Care, guidance and support

Grade: 2

Care, guidance and support are good with outstanding levels of pastoral care. Arrangements for safeguarding and child protection meet statutory requirements and rigorous health and

safety checks are in place. The school grounds are secure and pupils are well supervised during play. Pupils with learning difficulties and/or disabilities are well catered for, with specific targets in individual education plans and very good support from teaching assistants. This contributes to their good progress. Effective links with external agencies enable the school to provide suitable support to pupils with particular health and educational needs. The relatively few pupils for whom English is an additional language are given suitable support. This enables them to develop a good knowledge and understanding of English and access all subjects and elements of school life. Academic guidance is generally good. Staff use data to identify pupils in need of support and monitor where progress isn't as rapid as it might be, for example in mathematics in lower Key Stage 2.

Leadership and management

Grade: 2

Leadership and management, including governance, are good. The headteacher commands the respect of staff, pupils and parents. Together with a very capable deputy, he provides outstanding leadership which places the pupils and staff at the heart of the school. A strong and dedicated staff team has been established which works hard to provide the best possible education. Regular training and links with other schools, both locally and internationally, keep them up to date with best practice. Accurate evaluations of the school's strengths and weaknesses are gleaned from performance management, assessment data and listening to the views of pupils and parents. The information is used effectively to set relevant targets for future improvement. Suitably challenging targets are set for pupils' performance at the end of Year 6 in English and mathematics. This contributes to the high standards gained by pupils. Although all key areas of the school are well led, staff rarely have strategically planned time to enable them to carry out their management duties. This adds to unnecessary pressures to the duties of staff.

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.

Annex A

Inspection judgements

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

Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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?	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

22 November 2007

Dear Pupils

Inspection of Ormskirk Church of England Primary School, Lancashire, L39 2DP

Thank you for being so friendly and helpful during my recent visit to your school. I am pleased to know that you love school and enjoy the many activities that you do. I am writing to share my findings with you.

Your school is very good and helps you to do well in many subjects, but in particular English. I was very impressed by the quality of your writing and the great pride you take in your work. You all seem to enjoy school life and work very hard in lessons. One reason for your enthusiasm is the way that your teachers and teaching assistants work hard to give you interesting lessons. Another reason is the way that the school does its best to take you on interesting visits and provide you with lots of clubs to give you the chance to try out all sorts of new things.

One of the greatest qualities of your school is the way it successfully encourages you to think of others before yourself. You told me that you feel safe and that everyone gets on well with each other and that is what I saw. Your behaviour is excellent and the way you seem to want to help others is impressive.

None of this happens by accident. Your headteacher is at the heart of the school and makes wise choices to give you a good education. He not only cares for you as people, but also wants you to do well academically so that you have a good chance in life. To make your school even better, it is going to make sure everyone makes the same rapid pace of progress in all subjects and that all the staff have the time needed to carry out their work.

I wish you all the best for your futures. I hope that you all continue to be welcoming and friendly and put others before yourselves. Remember to do your best with school work because it gives you so many choices when you grow up.

Yours sincerely

Dave Byrne

Lead inspector