

Orrell Lamberhead Green Community Primary School

Inspection report

Unique Reference Number	130385
Local Authority	Wigan
Inspection number	328528
Inspection dates	24–25 September 2008
Reporting inspector	Janette Corlett

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	346
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Sue Baker
Headteacher	Mrs Jane Chambers
Date of previous school inspection	12 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Kershaw Street Orrell Wigan Lancashire WN5 0AW

Age group	4–11
Inspection dates	24–25 September 2008
Inspection number	328528

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Orrell Lamberhead Green Community Primary School is larger than average. The school's catchment area is varied in character with almost half of the pupils coming from wards with higher than average levels of social and economic deprivation. The proportion of pupils with learning difficulties and/or disabilities is above the national average. The number of minority ethnic pupils is well below average, some of which are at an early stage of learning English. The school has experienced major disruptions to routines over the last two years due to the building work and necessary refurbishments involved in merging two sites into one. The school has appointed a new headteacher since the last inspection. The school also holds a variety of nationally accredited awards including Healthy School Status and Artsmark Silver Award.

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 where the overall quality of teaching and the progress made by pupils are satisfactory. Children enter the Reception class with levels of skills and development below those normally expected of children of similar age. By the time they leave the school at the end of Year 6, pupils reach below average standards in English, mathematics and science. The school has correctly identified concerns over progress and attainment in Key Stage 2 and the strategies put in place to address these issues are beginning to raise standards and increase progress. However, a legacy of staffing issues and the turnover of staff in this key stage means that there is still some way to go before standards are as high as they should be. Improvements to the quality of teaching and learning in Key Stage 1 have already raised standards in reading, writing and mathematics and Year 2 pupils now reach standards which are broadly in line with those found nationally.

The broad and varied curriculum meets all statutory requirements and contributes well to pupils' good personal development and well-being. There is a strong emphasis on helping pupils to acquire basic skills in writing across all areas of the curriculum, which has already led to improved standards in this subject. Themed enrichment weeks add to pupils' enjoyment of school and give them many opportunities to take part in creative projects and develop their awareness of different cultures and traditions. The recently refurbished buildings provide a bright, safe and stimulating environment for learning. Pupils, parents and staff appreciate the advantages of having a single site and feel this contributes to the school's shared sense of community and vision for improvement.

Care, guidance and support for pupils are satisfactory with some good features. The school cares for its pupils very well. Pupils are proud of their school and say that they feel safe and enjoy learning new things. Parents say that the school is always welcoming, and that staff are willing to listen sensitively to their concerns. They speak positively of the impact of recent improvements to the school brought about by the strong leadership of the headteacher. The school actively seeks the views of pupils and parents and welcomes their ideas for improvement. For example, school councillors recently requested new nets for the football goalposts and these have now been installed. Teachers mark pupils' work regularly and make accurate assessments of their progress. Whilst there are some examples of high quality marking which gives pupils information on how to improve their work, this is not consistent practice throughout the school and means that progress is not as rapid as it should be. Support staff are effectively deployed to support pupils with learning difficulties and/or disabilities and this helps them to make satisfactory progress along with their peers.

School leaders have established clear guidelines on acceptable and unacceptable behaviour. This, combined with a strong culture of building learners' confidence and self-esteem, means that pupils behave well and there is rarely any disruption to their learning. Pupils' attitudes to learning are positive and attendance has improved significantly since the last inspection.

The leadership and management of the school are satisfactory. The headteacher has managed some difficult situations in challenging times for the school. Her determination to provide the very best for every pupil has raised the expectations teachers have for pupils' achievement and is beginning to drive up standards. She has built a strong leadership team who now have good capacity to move the school forward rapidly. Some of the strategies to do this have only been in place for a short time and have, therefore, not had time to become established or make a

major impact. Others, however, have had greater impact, for example, the improving standards in Key Stage 1. The school has effective systems for carrying out ongoing self-evaluation and as a result, it has a very realistic view of its strengths and weaknesses. The governors are well informed and actively involved in the life of the school.

The school has made satisfactory progress since the previous inspection and gives satisfactory value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Reception class provides a warm, vibrant and secure environment for young children to learn in. Children are treated as individuals and staff work hard to help them develop their own interests through stimulating play and structured activities. As a result, they become confident learners and from their low starting points they reach a good level of development by the end of the Reception year. Parents and carers speak highly of the school's efforts to involve them in their children's education and to give helpful guidance on how they can further support children's learning at home. Many children have poor social and communication skills when they first come to school. High quality planning and organisation combined with adults' good knowledge of how young children learn and develop mean that these skills are carefully nurtured. Within a very short space of time children learn to chatter happily with one another, sharing their toys and enjoying being part of the school community. The needs of children in the early stages of learning to speak English are well met. The school actively promotes the welfare of children, ensuring that they are very safe in school and learn how to keep themselves safe and healthy. Good leadership and management of this key stage support a climate of effective self-evaluation and improvement. Assessment procedures are rigorous and lead to children's good progress in all the areas of learning.

What the school should do to improve further

- Raise standards throughout Key Stage 2 in English, mathematics and science.
- Ensure that the quality of teaching is good or better throughout the school, with a particular emphasis at Key Stage 2.
- Ensure a consistent approach to marking and assessment, which gives pupils effective guidance on how to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. In Key Stage 1 standards over time have been below average but they have improved recently and are currently broadly in line with the national average. The great majority of pupils in this key stage are making good progress. In Key Stage 2 standards are below the national average and pupils make satisfactory progress based on their individual starting points. Staff are helping pupils overcome previous gaps in their learning and to reach their individual targets, although more is still to be done. Boys do less well than girls in all core subjects. The school has worked hard to improve this, particularly in relation to writing, and inspection evidence shows that boys' rate of progress is increasing.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Learners know how to keep themselves healthy because the school promotes healthy eating and encourages them to be physically active. They feel safe in school, saying that bullying is rare and swiftly dealt with. In the school's calm and secure environment they behave well and have responded very well to the school's strategies to improve attendance so that this is now broadly in line with average. Their spiritual, moral, social and cultural development is a strength of the school. Pupils respect themselves and one another. They treat staff and visitors to the school with friendly courtesy. Pupils make a positive contribution to the local community, taking part in events and festivals and also raising funds for a variety of charities. Their preparation for future economic well-being is enhanced by their good use of information and communication technology (ICT) to support learning in many areas of the curriculum. This is an improvement from the last inspection. However, the standards they reach in English, mathematics and science provide them with only a satisfactory basis for future learning.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall and promotes pupils' satisfactory learning. There is strong evidence that teaching is improving to meet the wide range of pupils' needs but the full impact of this on standards and achievement is not yet seen in Key Stage 2. Many teachers are new to their year groups and a significant minority of teachers are also new to the profession. Pupils say that they find their lessons interesting and this means that they are keen to learn more. A significant proportion of lessons are good or better. In these lessons, pupils are given high levels of challenge appropriate to their abilities. Teaching assistants work effectively with individuals and small groups to support their learning. Teachers' good subject knowledge and skilful classroom management create a purposeful atmosphere where pupils collaborate well in tasks, think creatively and respond well in discussions. They understand the expectations for their progress and have clear guidance on how to achieve it. In satisfactory lessons, some tasks lack challenge and the pace of learning slows. Teachers' assessment and the guidance they provide for pupils on improving work is general rather than specifically focused on individual areas of learning, and this results in satisfactory rather than good progress.

Curriculum and other activities

Grade: 2

The school has developed the curriculum to encourage creativity and to ensure a strong focus on improving writing which has been effective in raising standards. A variety of outside visits and visitors to the school heightens the school's profile in the local community, adds to pupils' enjoyment and gives them valuable experience in sports, ICT and creative arts. Displays around the building are of high quality and bear witness to the value the school places on celebrating the talents and achievements of all its pupils. A variety of after-school sports clubs offer pupils opportunities to develop their skills and encourage them in leading a healthy lifestyle. A strong focus on inclusion means that pupils of all ages and abilities are fully involved in the rich life of the school community.

Care, guidance and support

Grade: 3

Care, guidance and support for pupils are satisfactory with some good elements. At the time of the inspection all statutory safeguarding procedures were in place. The buildings are very secure and well maintained. Robust procedures are in place for child protection and to ensure the health, safety and welfare of all those in the school community. There are effective links with outside agencies to support pupils and their families who may be experiencing difficulties. All adults in the school take great care of the pupils, and this is much appreciated by both parents and pupils.

The guidance for pupils on how to improve their academic performance is sometimes good. However, the lack of a consistent approach to giving pupils information on the next steps in their learning means that their progress is not always as good as it should be.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher is an inspiring leader who has been relentless in her drive to ensure every child in the school can achieve to their full potential both academically and in terms of their personal development. In a comparatively short space of time she has developed clear systems for improvement, which are underpinned by robust procedures to track the progress of every pupil and swiftly identify underachievement. The headteacher has also developed the capacity of the senior leadership team to take on roles and responsibilities for further improvement. Through thorough self-evaluation procedures, school leaders now have an accurate view of the school's strengths and areas for development. They have set challenging targets for improvement. Whilst the impact of some of the actions for improvement is not fully apparent in terms of raising standards and increasing progress, the school has good capacity to improve rapidly. Governance is satisfactory. Governors are supportive and are beginning to use the detailed information they receive from the school to effectively challenge school leaders. They understand their duty to actively promote community cohesion particularly through developing close links with outside agencies to promote learners' well-being. They recognise that this is an area that requires some further development.

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
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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?	3
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?	3
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
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?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Orrell Lamberhead Green Community Primary School, Wigan, WN5 0AW

My colleagues and I thoroughly enjoyed our visit to your school and would like to thank you all for being so polite and helpful. A special thank you to those pupils who gave up their lunchtime to talk to us about all the exciting and enjoyable things that are happening in your school.

We were all very impressed with your good behaviour in lessons and at playtimes. You told us how proud you are of your school and how well all the adults in the school look after you. You feel safe in school and are learning a great deal about how to be healthy and fit. It is especially pleasing to know that most of you now try very hard to come to school every day and are rarely absent unless you are ill. This is very important as there is always something new to learn every day.

We think you have a satisfactory school. This means that there are many things that are going really well, but some areas where we are asking your teachers to make life in school even better. These are:

- to help those of you in Key Stage 2 make more progress in English, mathematics and science
- to make sure that all your lessons are equally exciting and interesting and challenge you to learn as much as you can
- to give you some extra help on how to improve your work.

You can help them by continuing to work hard and enjoy learning. Your school motto is 'Believe Ä Endeavour Ä Succeed Ä Together Ä BEST'. We know that you can indeed succeed together and we send you our good wishes for the future.