

Ormskirk West End Primary School

Inspection report

Unique Reference Number	119282
Local Authority	Lancashire
Inspection number	354384
Inspection dates	23–24 June 2010
Reporting inspector	Melvyn Hemmings

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair	Mr David Crowley
Headteacher	Mr Nigel Baxter
Date of previous school inspection	27 March 2007
School address	Grimshaw Lane Ormskirk Lancashire L39 1PA
Telephone number	01695 574375
Fax number	01695 571220
Email address	head@ormskirkwestend.lancs.sch.uk

Age group	4–11
Inspection dates	23–24 June 2010
Inspection number	354384

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors who visited 16 lessons. The inspectors observed seven teachers and held discussions with governors, staff, parents and groups of pupils. They observed the school's work, and looked at school policies, records of meetings, assessment information and curriculum planning. In addition, 53 responses to parents' and carers' questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether pupils make sufficient progress in Years 3 to 6
- the impact of strategies introduced to raise standards, particularly in English and mathematics
- how well the school develops pupils as independent learners
- the effectiveness with which middle leaders carry out their responsibilities.

Information about the school

This below average size school has achieved Healthy School status. The percentage of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of educational needs, is broadly average. Most pupils are White British. The onsite before- and after-school provision is privately managed and was not part of the inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory quality of education. It has many strengths and is improving. Central to the trend of improvement over the last two years has been the motivational leadership of the headteacher. He has overseen a wide range of improvements that include more rigorously tracking pupils' progress, strengthening safeguarding procedures and engaging more effectively with parents. Staff morale has been raised and there is a shared determination to take the school forward. The school has been involved in a support programme with the local authority this year to improve the quality of teaching and learning and to raise attainment. Improvements have been made, although they have not had time to impact fully on attainment. Nonetheless, lesson observations carried out by the school and local authority, and confirmed by inspection evidence, show an increasing proportion of lessons being evaluated as good. The school's self-evaluation is accurate and enables leaders to target areas for development. These include improving the evaluation skills of subject leaders and furthering their ability to bring about improvement. Governors are not fully engaged in holding the school to account for its performance or in planning for improvement. The school's plans for improvement reflect what needs to be done to consolidate success and gain further improvement. The capacity to improve is satisfactory.

Pupils make satisfactory progress overall throughout the school and attain broadly average standards in English, mathematics and science by the end of Year 6. This represents satisfactory achievement from their skill levels on entry to school. The school has successfully improved pupils' written presentation in English and other subjects, and has extended the range of styles pupils use to express their ideas, for example, through poetry and instructional writing. They have been less successful in developing pupils' skills in constructing and punctuating sentences accurately. The school does not provide sufficient opportunities for pupils to refine these skills by writing at length across the curriculum. The introduction of a whole-school approach to teaching calculation in mathematics has improved pupils' calculation skills. Pupils' ability to apply these skills to solve number problems in a range of contexts is less well developed. Pupils behave well and are polite and considerate to others. Teaching has many strengths but does not always sufficiently challenge pupils of different abilities, and this limits the progress that pupils make at times. The limited range of teaching styles of some staff restricts pupils' development as independent learners. The care and well-being of pupils is at the heart of the school's work and this is much appreciated by parents and carers.

What does the school need to do to improve further?

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- Raise standards, particularly in writing and mathematics, by:
 - developing pupils' skills in structuring and punctuating sentences accurately, and providing more opportunities for sustained writing across the curriculum
 - improving pupils' ability to apply their mathematical calculation skills to solve real-life number problems.
- Accelerate pupils' progress, by :
 - ensuring teachers consistently set work that matches the needs of individual pupils
 - extending the range of teaching styles, such as by providing more opportunities for pupils to explore ideas for themselves.
- Strengthen leadership and management, by :
 - improving the skills of subject leaders in evaluating provision and outcomes in their subjects and taking action to bring about improvement
 - fully involving governors in holding the school to account for its performance and in planning strategically for improvement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils are keen to learn and carry out their activities enthusiastically. They work well together in pairs and small groups and are willing to persevere when faced with difficulties. This was evident in a mathematics lesson for pupils in Year 3, in which they were investigating a variety of methods of telling the time. Pupils enjoy writing, but lack accuracy in using correct vocabulary, punctuation and spelling to construct sentences. They have secure mathematical calculation skills, but are less proficient at using these to solve number problems in different situations. Pupils have a satisfactory understanding of scientific ideas and how to carry out a fair test. They use information and communication (ICT) competently, such as when researching information on the internet about the different kinds of birds in the school's conservation area. There is no significant difference between the achievements nor the learning of different groups of pupils.

Pupils know the difference between right and wrong and show interest in the feelings and ideas of others. They enjoy taking on responsibilities, such as being a member of the school council or a buddy for younger pupils and, in so doing, contribute to the life of the school. In the wider community, pupils raise funds for local charities and the choir sings at the local elderly people's home. Pupils' understanding of cultures in other countries is enhanced by work in geography and through recently developed links with a school in Spain. Their understanding of the cultural variety within the United Kingdom is less well developed. Pupils have a good understanding of what makes a situation unsafe and they act responsibly in and around school. Pupils say they feel safe and secure in

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Adults promote good relationships, which lead to classrooms being friendly and calm places in which to learn. Pupils show interest in their work and are making progress that is broadly in line with their capabilities. Teachers plan their lessons carefully to build on previous work. This enables pupils to use what they already know and understand to support their current learning. Planning usually ensures pupils of different ability are given challenging work, but not always, and this slows their progress at times. The limited range of teaching styles of some staff results in too much teacher direction at times and not enough opportunity for pupils to find things out for themselves. Teachers make sound use of a variety of resources, including ICT, to support learning. Pupils with special educational needs and/or disabilities make similar progress to other pupils because of the extra support they receive in lessons.

A variety of extra-curricular activities, including sports, music and cookery clubs, enrich the curriculum. Pupils' skills are extended through visits to places, such as Liverpool

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Museum and Southport Theatre and by opportunities to work with a variety of visitors, including professional sports coaches. Planning builds on previous work but there are limited opportunities for pupils to find things out for themselves. The curriculum does not provide sufficient opportunities for sustained writing across subjects in order for pupils to practice and refine their literacy skills. The outdoor provision has been improved by the creation of a conservation area and outdoor classroom. Pupils say they particularly enjoy working in these areas. Established links with other organisations meet the needs of pupils who are potentially vulnerable. The opportunity for pupils in Year 6 to be involved in a residential stay makes a positive contribution to their personal and social development.

The school provides a safe learning environment. Staff know the procedures to follow if they have concerns about the welfare of a pupil. Support for potentially vulnerable pupils is an established part of the school's provision and plays an important role in promoting their learning and development. Well-developed links with outside agencies, including the educational psychologist, ensure extra support for individual pupils is readily available, if required. The school gives pupils clear guidance on matters relating to their personal health and safety. Pupils who have medical needs are supported effectively to ensure their well-being.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders establish ambition and drive improvement by focusing the school on pertinent priorities. Leaders at all levels carry out their duties diligently. Nonetheless, subject leaders are not fully involved in promoting school improvement by acting upon their evaluations of provision and outcomes in their subjects. Governors are supportive of the school but not fully engaged in planning strategically for improvement. The promotion of equality of opportunity is sound, having been improved by the introduction of procedures to track the performance of different groups of pupils. This is enabling leaders to more effectively target any areas of potential underachievement by putting intervention programmes into place.

All safeguarding requirements are met, with the school having clear policies and procedures to ensure the safeguarding and welfare of pupils. Governors and staff have a good awareness of safeguarding issues and they receive regular training, particularly in child protection. The school works well in partnership with others, including the local

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

network of schools and the Schools Sports Partnership. As a result, pupils' learning and development are enhanced, for example in sport, in ways that the school could not provide on its own. Leaders promote community cohesion well in school and this leads to it being a harmonious community, with pupils from different backgrounds getting on well together. The school is keen to strengthen cohesion at national and international levels, as is shown by the recently developed links with a school in Spain. The school has a good relationship with parents and carers who receive frequent information about their children's progress.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress from skill levels on entry that vary but overall are broadly typical for their age. Adults work well together to provide interesting activities that are often based on children's own experiences. Relationships between adults and children are good, which has a positive impact on the progress children make. Children learn and play happily together in pairs and small groups, willingly sharing resources and also taking turns fairly. At times there is too much teacher direction, which limits children's opportunity to make decisions for themselves. Children have access to the outdoor area throughout the day, but the activities provided do not always link sufficiently to learning that has taken place indoors. The curriculum is enhanced through opportunities for children to go on walks around the local environment and to spend time in the school's conservation area and outdoor classroom. The procedures for checking children's progress are sound but the information is not always used effectively to ensure that children are given sufficiently challenging work. The Early Years

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Foundation Stage leader ensures that safeguarding procedures are secure and all the required checks have been carried out. Children are cared for well and parents and carers are kept fully informed of their child's progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Just over 31% of parents and carers completed questionnaires. The very large majority of these were positive about the school's work and the efforts of all staff. Two comments were typical of many, 'My child thoroughly enjoys all aspects of her school life.' and, 'The school is a happy and safe environment in which my child can thrive.' A very small minority of parents and carers did not agree that their children made enough progress. Inspectors judge that progress is satisfactory overall but is occasionally limited by a lack of sufficient challenge in lessons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ormskirk West End Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	68	16	30	1	2	0	0
The school keeps my child safe	41	77	11	21	1	2	0	0
The school informs me about my child's progress	28	53	24	45	1	2	0	0
My child is making enough progress at this school	33	62	16	30	4	8	0	0
The teaching is good at this school	33	62	20	38	0	0	0	0
The school helps me to support my child's learning	25	47	28	53	0	0	0	0
The school helps my child to have a healthy lifestyle	27	51	26	49	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	49	24	45	2	4	0	0
The school meets my child's particular needs	29	55	22	42	2	4	0	0
The school deals effectively with unacceptable behaviour	25	47	27	51	1	2	0	0
The school takes account of my suggestions and concerns	21	40	32	60	0	0	0	0
The school is led and managed effectively	36	68	17	32	0	0	0	0
Overall, I am happy with my child's experience at this school	34	64	17	32	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 June 2010

Dear Pupils

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

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do. Your school gives you a satisfactory education.

The inspectors judge that:

- you are polite and considerate and behave well
- adults look after you well and make sure you are safe in and around school
- you make satisfactory progress throughout the school
- in your questionnaires, you say you enjoy coming to school and adults care about you
- you especially enjoy working in the conservation area and outdoor classroom
- the headteacher, staff and governors are working hard to help you do better.

What we have asked your school to do now:

- raise standards by improving your skills in constructing sentences correctly, giving you more opportunities to write at length in subjects other than English, and improving your mathematical problem solving skills
- make sure teachers always give you work that makes you think hard, and to teach you in a wider range of styles, such as giving you more opportunity to find out things for yourselves
- develop the skills of governors and those teachers who lead subjects in helping the school improve.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.