

Inspection of Orrell Lamberhead Green Academy

Kershaw Street, Orrell, Wigan, Lancashire WN5 0AW

Inspection dates:	25 and 26 February 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005.

The headteacher of this school is Lisa Liptrot. This school is part of the Rowan Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Phil Rimmer, and overseen by a board of trustees, chaired by Andy Wilson.

Ofsted has not previously inspected Orrell Lamberhead Green Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Orrell Lamberhead Green Community Primary School to be outstanding for overall effectiveness, before it opened as Orrell Lamberhead Green Academy as a result of conversion to academy status. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils in this vibrant, welcoming school do their utmost to embody their motto 'to be their B.E.S.T'. They believe in themselves, are enthusiastic to learn and are proud of their achievements. Every pupil here is known and celebrated. Pupils are warmly greeted each morning by school staff and Pip, the school dog. Pupils are happy and safe.

The school fosters an inclusive environment that is aspirational for the achievement of all. It has exceedingly high expectations of what pupils can achieve. Pupils live up to these expectations. They achieve extremely well and are fully prepared for the next stage of their education. Pupils with special educational needs and disabilities (SEND) are nurtured with compassion and supported well to succeed.

Pupils' behaviour is exemplary. They are friendly, courteous and caring. From the beginning of the early years to Year 6, there is a calm and purposeful atmosphere across school. This enables pupils to focus completely on their learning.

Pupils have a deep understanding of fundamental British values, of relationships and how people can differ. They say that 'you should never have to hide who you are' and that everyone has the right to be respected. They are thoroughly prepared for life in modern Britain.

What does the school do well and what does it need to do better?

The school is highly ambitious for pupils, including those with SEND. It has carefully mapped out a broad and balanced curriculum with clear end points from the early years to the end of Year 6.

At all levels of leadership within the school and the trust, staff are experts in their field. They provide high-quality training to their colleagues. This enables staff to design learning activities well. It ensures that the curriculum is delivered exactly as the school intends.

Staff are adept at identifying pupils' misconceptions and misunderstandings. They use the school's checking strategies effectively to identify where pupils may have gaps in their knowledge and to shape their future learning. Pupils speak in depth about their prior learning and make meaningful links between topics and subjects. They develop a deep body of knowledge over time.

The school has successfully prioritised a love of reading. Pupils of all ages speak excitedly about their favourite stories and the regular visits from a local author. From the early years onwards, staff enthusiastically share stories and rhymes with children to develop their language skills. Staff are remarkably skilled at delivering phonics lessons. If pupils need additional support, they are given prompt help to enable them to catch up quickly. The majority of pupils become confident and fluent readers by the end of Year 2.

The school is unified in prioritising attendance. Where pupils' attendance rates are low, the school takes prompt, effective action to reduce absence. The school's excellent

partnerships with its families helps these actions to be effective. The school is committed to maintaining the recent improvements it has made in pupils' attendance rates.

The school quickly identifies the needs of pupils with SEND. Parents and carers of pupils with additional needs appreciate the nurturing support that the school provides to them and their children. Thoughtful lesson adaptations ensure that pupils with SEND thrive in all aspects of their development.

Older pupils, and children in the early years, display a real thirst for learning and show remarkable independence and resilience. They follow clear routines, which enable them to move around the school sensibly and safely.

Many children start school without the typical knowledge and skills for their age. Staff in the early years carefully model language and vocabulary to regularly engage children in conversation. This helps to quickly develop their communication skills and prepares children well for the demands of key stage 1.

The school has designed an impressive programme to develop pupils' character. Pupils enjoy a wide array of clubs, such as archery, cooking and football. These are carefully tailored to meet pupils' needs. Pupils are democratically elected to roles with responsibilities in school. They carry out their duties with pride. For example, as sports leaders who set up the daily mile course and reading ambassadors, who encourage younger children to read on the playground. These roles help to develop pupils' social and community awareness.

The local governing board knows the school exceedingly well and is committed to providing the best for the pupils at this school. It is knowledgeable and very well equipped to carry out its statutory duties. The board holds leaders to account for the quality of education that pupils receive. Staff feel happy and valued in their roles. They feel empowered by leaders of both the school and trust. Staff appreciate the consideration that leaders show towards their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143388
Local authority	Wigan
Inspection number	10348351
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	Board of trustees
Chair of trust	Andy Wilson
CEO of the trust	Phil Rimmer
Headteacher	Lisa Liptrot
Website	www.lamberheadgreen.wigan.sch.uk
Dates of previous inspection	Not previously inspected under section 5 of the Education Act 2005.

Information about this school

- Orrell Lamberhead Green Primary Academy is part of the Rowan Learning Trust.
- A new headteacher took up post in December 2022.
- The school makes use of one alternative provision.
- The school manages an on-site breakfast and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector met with the headteacher, other senior leaders and staff. She also met with members of the trust, including the chair of trustees and the local governing board.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, art and design and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in some other subjects.
- The lead inspector observed some pupils from Year 1 to Year 3 reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour during lessons and breaktimes. They also spoke with pupils about their experiences of school.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. The inspectors also considered the responses to Ofsted's surveys for staff and for pupils.

Inspection team

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