

# Oughtrington Community Primary School

Howard Avenue, Rushgreen Road, Lymm, Cheshire, WA13 9EH

**Inspection dates** 16–17 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils' achievement has been consistently outstanding for several years.
- Children make an excellent start to their education in the very high quality Early Years Foundation Stage. They rapidly grow in confidence and independence, and develop a love of learning.
- From broadly expected starting points when children join the Early Years Foundation Stage, pupils regularly leave Year 6 with high standards in reading, writing and mathematics.
- Teaching is consistently at least good and much is outstanding over time and in all key stages. Work is exactly matched to the needs and interests of pupils. As a result, pupils from different groups, including disabled pupils, those with special educational needs, the most able and those who receive additional funding, make excellent progress.
- High quality relationships, excellent levels of motivation, and exciting and interesting work contribute very well to pupils' outstanding behaviour and eagerness to learn. Pupils say they feel safe and they are proud of their school.
- Leadership and management are of extremely high quality. The headteacher and senior leaders have ensured that high expectations and ambition are shared by all staff. The very best teaching practice is not always shared by all leaders to help to increase even more the proportion of outstanding teaching.
- The uncompromising focus on continuous improvement and the school's vision of 'Aspiring to Greater Heights' is shared by the excellent governing body. Governors provide outstanding support and challenge in this highly successful school.

## Information about this inspection

- Inspectors observed 23 lessons or parts of lessons and looked at pupils’ work in their books and on display around school.
- Meetings were held with senior and other school leaders including governors. Telephone discussions were also held with a representative of the local authority and an external consultant who works with the school.
- Inspectors spoke with groups of pupils as well as with other pupils in lessons and around the school. Inspectors also listened to some pupils reading.
- A number of the school’s documents were examined, including records on pupils’ progress and the support given to pupils who are disabled or have special educational needs, those in receipt of the pupil premium and the impact of additional funding for sport. Inspectors also reviewed the school improvement plan, the school’s own evaluation of its performance and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of 107 responses to the online questionnaire (Parent View), together with the views expressed by parents via school questionnaires. Additionally, they analysed 21 questionnaires returned by staff.

## Inspection team

Chris Maloney, Lead inspector	Additional Inspector
Vanessa MacDonald	Additional Inspector
Neil Dixon	Additional Inspector

## Full report

### Information about this school

- This school is a larger-than-average primary school with two classes in each year group. There are no Nursery classes.
- There have been significant increases in pupil numbers and changes to the staff since the last inspection.
- The large majority of pupils are from White British backgrounds. There are few pupils who speak English as an additional language.
- The proportion of pupils supported by the pupil premium (funding for pupils known to be eligible for free school meals, children looked after by the local authority and children from service families) is low.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is well below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a before and after school club which is subject to a separate inspection.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching even further to enable all pupils to make the best possible progress by, ensuring that school leaders at all levels regularly share the excellent practice seen in the very best teaching in school.

## Inspection judgements

### **The achievement of pupils** is outstanding

- Pupils make outstanding progress in all year groups. The proportions of pupils, including the most able, making and exceeding expected progress by the end of Year 6 are high compared with national figures.
- Children join the Early Years Foundation Stage with the knowledge, skills and abilities typically expected for their age. They make excellent progress in all areas of learning and leave the Reception Year with skills that are above, and for many well-above, those expected, particularly in their personal and social development and reading.
- Pupils continue to make rapid progress in Key Stage 1 and attain significantly above average standards in reading, writing and mathematics by the time they leave Year 2.
- Pupils' progress accelerates through Key Stage 2 so that by the end of Year 6 they consistently reach standards in English and mathematics that are significantly above the national average. As a result, they are exceptionally well prepared for secondary school.
- As a result of highly skilled teaching and precisely targeted support, especially in the Reception Year and in Key Stage 1, pupils have a secure understanding of phonics (letters and the sounds they make). In 2012 and 2013, Year 1 pupils performed well-above the national average in the phonics screening check. Pupils' reading skills and love of reading continue to be developed exceptionally well in Key Stage 2 so that by the end of Year 6 standards are consistently high.
- Writing standards are high and pupils enjoy the wide range of creative opportunities they are given to write for different purposes.
- In mathematics, pupils apply their learning effectively across subjects and deepen their understanding in practical problem-solving.
- Well-developed strategies and skilled interventions to support pupils with individual learning needs are highly effective. The small number of pupils who speak English as an additional language are well supported and make outstanding progress.
- There are not enough pupils known to be eligible for pupil premium funding to comment on their attainment without identifying them. Funding provides excellent quality, individual support for the low number of eligible pupils in each year group and helps support their progress.
- The small number of disabled pupils and those with special educational needs are identified early and receive well-targeted, high quality additional help and support. Their progress is regularly and rigorously checked to ensure that they consistently make at least good progress.

### **The quality of teaching** is outstanding

- Teaching is consistently good and often outstanding. Teachers have high expectations of pupils' abilities and attitudes to learning, and provide creative and stimulating learning experiences that keep pupils engaged and eager to learn. Teachers and support staff know pupils exceptionally well. They use this knowledge and the information gained from detailed records of pupils' progress to plan activities that meet the needs and challenge the abilities of all pupils, particularly the more able.
- The quality of teaching in the Early Years Foundation Stage is outstanding. Children are encouraged to be independent and develop their confidence and self-esteem. Staff provide high quality learning opportunities in an exceptionally well-resourced learning environment, both inside and outside. This helps children to make rapid progress and develop their curiosity, imagination and perseverance.
- Throughout the school, teachers and support staff have very strong relationships with pupils and this helps pupils to want to do their best. A typical pupil comment is, 'Our teachers care about us and make lessons fun and interesting. They help us a lot when we get stuck.' Teachers use praise and reward consistently well to help motivate pupils to 'have a go'.

- Teachers have excellent subject knowledge and use skilled questioning to assess pupils' understanding and reshape the activities to further support or challenge different abilities.
- The quality of teachers' marking of pupils' work is consistently good and often outstanding. Pupils are given detailed guidance on how to improve their work and opportunities to respond to the advice given. Pupils enjoy being involved in assessing their own work and that of other pupils.
- Teachers are highly skilled in making learning meaningful and interesting. This was reflected in an outstanding Year 6 literacy lesson where pupils were encouraged to develop their diary-writing skills while acting in role as a victim of the plague. High quality writing was produced such as, 'Why did this menacing term come to our village? I am distraught. I have finally given in to this so called plague!'

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour, in the vast majority of lessons and outside, is exemplary. They are courteous, respectful and extremely well mannered.
- The highly positive relationships fostered throughout school and the excellent behaviour management by staff ensure that pupils are happy and eager to learn. This is reflected in their high rate of attendance.
- Pupils take a great pride in their school. They talk enthusiastically about their love of learning and their achievements. A typical comment is, 'I love this school. Teachers are fair and kind and always help us to do our best.'
- Pupils are very well aware of different forms of bullying, including e-safety, cyber bullying and bullying as a result of prejudice. Pupils told inspectors that instances of bullying of any kind are extremely rare, but the school is quick to sort out any problems that arise. The school is highly effective in tackling any form of discrimination.
- The introduction of a programme of work called 'Human Utopia' has been successful in helping pupils to deepen their understanding of their self-image and the importance of positive relationships.
- All pupils feel safe and secure in the school and they know a great deal about stranger danger and how to keep themselves safe on the internet. Pupils told inspectors that they are confident the staff will deal very effectively with any concerns.
- Pupils enjoy attending the extensive range of clubs and activities that the school provides, particularly those involving different sports.
- Pupils say that behaviour in school is excellent. Parents' responses in the Parent View is overwhelmingly positive about behaviour in the school.

### **The leadership and management** are outstanding

- The headteacher, ably assisted by the excellent deputy headteachers, has been highly successful in galvanising staff and governors into what many call 'Team Oughtrington' with a clear focus on continually improving the school, so that all aspects of its work are now outstanding.
- There is a very strong team spirit and high levels of morale amongst all the staff, and this is reflected in the positive response to the voluntary staff questionnaires.
- The school rigorously reviews the progress of all pupils and quickly and successfully addresses any early signs of underperformance by different groups or individuals. School development plans reflect high expectations and are sharply focused on clear and measurable outcomes for pupils.
- Careful checks are made on the quality of teaching, and staff are very well trained. However, leaders do not always take enough opportunities to share the characteristics of the very best teaching in school so that even more is outstanding, helping pupils to make the best possible progress.

- The creative and skills-based curriculum is outstanding. It promotes pupils' spiritual, moral, social and cultural development exceptionally well. Themed weeks, such as Fairtrade Fortnight and Multicultural Week, considerably enhance pupils' experiences and understanding.
- The school works exceptionally well with parents, the local community and schools locally and further afield, such as one in South Africa.
- The local authority has provided effective support in improving all aspects of the school's work and has used the high-quality senior leaders in assisting colleagues in other schools.
- Funds to improve the range of sporting activities available are used very effectively. Sport is exceptionally well promoted in school and high proportions of pupils participate in different sports activities and competitions. A detailed action plan helps the school to measure the positive impact of the new Primary School Sport funding on pupils' health and well-being.
- **The governance of the school:**
  - Governors are enthusiastic, highly skilled and fully committed to making the school the best it can be. Governors are very well informed and have a clear understanding of the school's strengths and areas for further improvement. They have managed the significant changes in staff and increased pupil numbers since the last inspection very well, while ensuring continuous improvement. Governors have used school finances very effectively. Individual governors are linked to subject leaders and regularly provide the governing body with reports following their visits to school to check on key areas of its work. They have an excellent understanding of pupils' progress and use the very latest available data to make comparisons with other schools nationally. Governors are well trained and take opportunities to train alongside governors from other schools.
  - Governors have used funding for school sport and that for those pupils eligible for the pupil premium exceptionally well, and closely track its impact on pupils' achievement. Governors see that targets to improve the performance of staff are rigorous and regularly reviewed and that teachers' pay is linked to how well pupils are doing. Governors ensure that all pupils have an equal chance to succeed and that safeguarding meets requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111135
<b>Local authority</b>	Warrington
<b>Inspection number</b>	426237

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

<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 of pupils on the school roll</b>	420
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Anstee
<b>Headteacher</b>	Gillian Marsland
<b>Date of previous school inspection</b>	17 September 2008
<b>Telephone number</b>	01925 752086
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