

Inspection of Oughtrington Primary School

Howard Avenue, Lymm, Cheshire WA13 9EH

Inspection dates:	24 and 25 September 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Gillian Marsland. This school is part of The BEAM Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gillian Marsland, and overseen by a board of trustees, chaired by Clare Swann.

Ofsted has not previously inspected Oughtrington Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Oughtrington Primary School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils and staff are incredibly proud to be part of this school. Members of 'Team Oughty' champion one another and recognise each other's strengths. This contributes towards an environment where success is both celebrated and rewarded. Pupils are eager to come into school and live up to the motto of 'aspiring to greater heights' by rising to the high expectations that the school has of their achievement. The school is committed to promoting pupils' well-being. It expects pupils to treat one another in a way that they would like to be treated themselves.

Pupils behave exceptionally well in school. They listen attentively in lessons. Pupils, including those with special educational needs and/or disabilities (SEND), form very positive relationships with staff. They trust that staff will help them with any concerns they may have. This helps pupils to feel happy at school.

Pupils benefit from an extremely well-thought-out set of experiences which help them to understand the wider world. Pupils take their responsibilities seriously. They know it is up to them to make a difference in society. Pupils demonstrate this by engaging with older generations when they help out at the school's weekly local luncheon group.

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

The school has designed a broad, balanced and ambitious curriculum. Much thought has gone into shaping a curriculum that meets pupils' learning needs and interests. The school has ensured that the curriculum identifies the knowledge that pupils will learn and when they will learn it. However, in a couple of curriculum areas, the knowledge that the school intends pupils to learn is not outlined in sufficient detail. This limits teachers' ability to ensure pupils learn all they should in these subjects.

Reading is integral to all that the school does. Pupils enjoy it. Expert staff ensure that children in Reception and pupils in key stage 1 quickly learn how to read an increasing range of words using their phonics knowledge. Pupils practise their reading using books that match the sounds they are learning. Children in the early years benefit from purposeful interactions with staff. This helps them to develop in confidence and enhances their communication skills.

The school ensures that pupils keep pace with the phonics programme. Pupils who need extra help with their reading benefit from the support of well-trained staff. Most pupils become accurate readers by the end of key stage 1. Older pupils typically build well on this positive start. The school organises author visits, which inspire older pupils to become librarians so they can enthuse other children to read books. Many pupils spoke fondly about reading. They said that it is relaxing and helps them to be more creative.

Teachers thoroughly assess how well pupils learn the intended curriculum. They also identify the additional needs of pupils with SEND quickly. When necessary, teachers skilfully adapt resources so that these pupils learn the same curriculum as their

classmates. Staff are united in their view that additional needs should not be a barrier to learning. This helps pupils with SEND to progress well through the curriculum.

Pupils' behaviour is praiseworthy. They are excellent role models for their school. Pupils' rates of attendance are strong. From the start of the early years, routines are well established. The youngest children sustain high levels of concentration on the task at hand. Pupils across the school build securely on this flying start.

Pupils benefit greatly from the school's unwavering focus on the wider curriculum. The opportunities that the school provides for pupils at lunchtimes are vast. The plethora of activities means that there is something for each child. This might include reading in the magical teepee, climbing trees, balancing on the adventure warrior course or digging to find clay to make clay pots.

The school teaches pupils to accept one another and appreciate that 'everyone is different'. The school nurtures pupils' talents and interests to an exemplary level. Pupils have a strong voice within the school. For instance, the school council was instrumental in designing opportunities at lunchtime and choosing the reward system in which pupils strive to earn their ambassador badges. Pupils enjoy performing in concerts and assemblies. They blossom into confident individuals who are ready for their lives beyond school.

The school benefits from effective leadership. Trustees and members of the local governing committee know the school well. They deploy their wide-ranging expertise with great determination to ensure that pupils at this school make a successful start to their education. The school considers the workload and well-being of staff. It is aware of the pressures facing staff and takes these into account when introducing any changes.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a couple of subjects, the curriculum is not sufficiently clear about the important knowledge that pupils need to know. This limits teachers when designing learning and prevents pupils from gaining the depth of knowledge that they should. The school should finalise its curriculum thinking in this small number of subjects so that pupils achieve consistently well in all areas of the curriculum.

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	148458
Local authority	Warrington
Inspection number	10337719
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	396
Appropriate authority	Board of trustees
Chair of trust	Clare Swann
CEO of the trust	Gillian Marsland
Headteacher	Gillian Marsland
Website	www.oughtringtoncps.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Oughtrington Primary School converted to become an academy in May 2021. When its predecessor school of the same name was last inspected by Ofsted, it was judged to be outstanding overall.
- The school runs a before- and after-school club for pupils.
- The school does not use any alternative provision for pupils.

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 and/or sixth form 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 the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics, design technology, computing and geography. They met with subject leaders and teachers. Inspectors visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning.
- The lead inspector observed pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in other subjects. They met with leaders, spoke with pupils and reviewed pupils' work in these subjects.
- To evaluate the effectiveness of safeguarding, the 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 lead inspector spoke with members of the local governing body and the board of trustees. They also spoke with a representative of the local authority.
- Inspectors spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- Inspectors met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors looked at a range of policies and documentation relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around school.
- Inspectors met with parents at the start of the school day. They took account of the responses to the online parent survey, Ofsted Parent View, including the free-text comments.
- Inspectors spoke with groups of pupils about their experiences at school. They took account of the responses to Ofsted's online pupil survey.

Inspection team

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His Majesty's Inspector

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