



# Oughtrington Community Primary School

Inspection Report

**Unique Reference Number** 111135  
**LEA** Warrington  
**Inspection number** 278605  
**Inspection dates** 18 January 2006 to 19 January 2006  
**Reporting inspector** Mr Arthur Markham CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Howard Avenue Rush Green Road Lymm, Cheshire WA13 9EH
<b>School category</b>	Community	<b>Telephone number</b>	01925 752086
<b>Age range of pupils</b>	4 to 11	<b>Fax number</b>	01925 758769
<b>Gender of pupils</b>	Mixed	<b>Chair of governors</b>	Mr G Davies
<b>Number on roll</b>	287	<b>Headteacher</b>	Mrs Sue Cameron
<b>Appropriate authority</b>	The governing body		
<b>Date of previous inspection</b>	22 May 2000		

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 18 January 2006 - 19 January 2006	<b>Inspection number</b> 278605
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

Oughtrington Community Primary School is an average sized school situated in Lymm, Cheshire. The vast majority of children are of white British background with only a very small number from minority ethnic groups. Very few children are at an early stage of learning English. The number entitled to free school meals is below average, as is the number with learning difficulties and/or disabilities. On entry to the school the children's skills are around average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features; this confirms the school's own judgement. The headteacher provides strong leadership with a clear focus on providing a high quality education for all children. Consistently good and sometimes outstanding teaching enables children to achieve well. Lessons are stimulating and children enjoy school, make good progress and reach standards that are generally well above average. The introduction of a number of innovative approaches has enhanced the curriculum, which is outstanding. For example, the development of children's thinking skills through the use of accelerated approaches to learning is having a positive impact, although the approach is not yet consistently applied across the school.

The school is well managed. Monitoring and evaluation procedures are effective and the school consequently has a clear understanding of those areas that need development. It has rightly identified the need to improve standards in mathematics. Children's personal development, including their spiritual, moral, social and cultural development is outstanding. The level of care, guidance and support given to children is a strength of the school. Children are confident and happy and their attitudes to learning and behaviour are excellent.

Close attention is given to equality of opportunity. Children make a good start to their learning in the Reception classes because teachers use practical approaches well. Good support is given to children with learning difficulties and/or disabilities and those with particular gifts or talents. Links with outside agencies are excellent. The school is highly regarded by parents and children. The issues from the last inspection have been successfully addressed and the school is well placed to improve further. The school provides good value for money.

### What the school should do to improve further

- Raise standards in mathematics to those of English and science
- Develop a more consistent approach throughout the school to the application of accelerated approaches to learning.

## Achievement and standards

### Grade: 2

Achievement and standards are good. Children enter the Reception classes with average skills and make good progress, most reaching the standards expected by the time they enter Year 1. In Years 1 and 2, children continue to make good progress and by the end of Year 2 standards are above average.

However, in the last two years results have slightly declined, particularly in mathematics. In Years 3 to 6 the good rate of progress is maintained and children generally reach well above average standards overall, although there was a dip in performance in 2005, which was again more pronounced in mathematics. The school has carefully analysed the results and is aware that there are aspects of the curriculum requiring more

attention by teachers and is implementing an action plan to address this in order to raise standards.

Close attention is given to meeting the needs of all children. Those with Learning difficulties and/or disabilities make good progress and achieve well. Similarly, those children who are gifted or talented are suitably challenged and achieve highly. Virtually all children successfully achieve the challenging targets they are set. By the end of Year 6, children are very well prepared for the next stage of education because of their very good acquisition of basic skills in literacy and numeracy.

## **Personal development and well-being**

### **Grade: 1**

The children are extremely proud of their school. They are very enthusiastic, work hard, and thoroughly enjoy their lessons, one child stating, 'Teachers are great, and lessons are fun.' Behaviour in lessons and around the school is exemplary with children showing respect and consideration for others. They very willingly accept responsibility and are cheerful, polite and helpful. The school council has been influential in making improvements. For example, they have sought extra responsibilities for all Year 6 children who now carry out a range of tasks including lunchtime door duties, telephone duty and supporting the younger children at lunchtime. Attendance is outstanding, it is consistently very high.

Children's spiritual, moral, social and cultural development is outstanding. They develop self-esteem and confidence because their different achievements are valued and rewarded. They are involved in the wider community; for example they serve at the Elderly Persons Luncheon Club and are very active in fund raising for charities. They gain a knowledge and understanding of world religions and different cultures through lessons. Children understand very well how to live healthily and behave in a safe manner. Their positive attitudes and acquisition of high level basic skills prepare them very well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good with some outstanding features. Effective professional development and procedures to spread good teaching practice underpin the high standards of teaching. Most children make good progress because lessons are well organised, objectives are shared, pace is good, work is challenging and there is outstanding attention to developing basic skills. Good use of electronic whiteboards makes learning interesting. Teachers' effective use of teaching assistants ensures that children with learning difficulties and/or disabilities make good progress. The school has introduced a number of innovative teaching methods to meet children's preferred learning styles. A particularly strong feature of many lessons is the way in which teachers develop children's thinking skills and promote teamwork. For instance, in a Year 5/6 science

lesson, children regularly worked in groups to pool their knowledge about the earth and sun and the cycle of seasons. However, there is some inconsistency in the use of these approaches across the school. Also, occasionally, one or two teachers allow introductions to lessons to go on for too long and children's attention lapses a little. Assessment procedures are rigorous and teachers' marking of work is good. This gives children a clear idea of what they need to do to improve and achieve learning targets.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding and meets all statutory requirements. Basic skills are developed well through the many relevant and interesting activities. There is much external specialist music teaching on offer. Learning is enriched by lessons in French, Italian, German and Spanish, all classes receiving a foreign language lesson each week. Very effective use of the community and many visits and visitors enhances learning. A wide range of extra-curricular activities is available for children, including sports, performing and visual arts, science and computer clubs. Children enjoy residential visits, which boost their academic and social development well. The school's provision makes an outstanding contribution to the health and well-being of children, for instance, personal, social and health education lessons are used to encourage good habits and to adopt healthy lifestyles. There are also outstanding opportunities for children to think about their future and the world of work through the curriculum and responsibilities on offer.

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support provided for children are outstanding. Children like their teachers and know who to turn to if they need help. They say they feel safe in school and that the very rare instances of bullying are dealt with swiftly. Child protection and health and safety procedures are very well organised and children consequently feel safe. The strategies for the early identification of children who may be in need of additional support are very good and there are outstanding links with outside agencies. Good systems are in place to ensure that children are able to learn well. They have a good awareness of their short term targets and their academic and personal development is tracked very thoroughly. Teachers' marking of their work is good and they consequently know what they need to do to improve. The arrangements for preparing the pupils' transfer to secondary school are good.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher's strong leadership gives a clear educational direction to the school. She is well supported by the deputy headteacher and senior staff who share her commitment to providing high quality

education for all children. There is a strong team approach within the staff who are highly motivated and receptive to change.

The school has a good understanding of its strengths and areas requiring development because monitoring and evaluation procedures are thorough. Information from the careful analysis of performance data is used effectively to identify children's learning needs and plan action. For example, after the dip in children's performance in mathematics in 2005, results were carefully analysed and an action plan drawn up to address the issue. Strategic planning is good. The views of children and parents are sought in order to inform school development planning and all staff and governors are involved in deciding the priorities to include in the plan. Teachers' performance management objectives are linked to these priorities, ensuring that the whole school works together effectively to implement improvements. Financial management is well organised and the school is well resourced.

The governors challenge and support the school very well and meet all legal requirements. Governors take responsibility for a curriculum area and monitor provision by visiting the school to gather information in order to disseminate this to other governors. As a result, the governors have a very good awareness of the school's strengths and weaknesses and share the staff's commitment to improvement. The school's capacity for further improvement is good.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know, three inspectors recently visited your school to find out how well your teachers are helping you with your learning. Thank you for being so friendly and talking to the inspectors. It was really interesting to listen to what you had to say. We are pleased to say that we decided that you have a good school with some outstanding features. The things that we particularly liked were:

- the way your headteacher runs the school. She listens to what you all think could make it better and works hard to make the changes happen
- the way all the staff take very good care of you and help you to learn so well
- your excellent behaviour in lessons and around the school and the way you help each other
- the way you work hard for your teachers and take a pride in your work.

We have asked your teachers to improve two things to make your school even better. We want them to:

- help you to get even better at mathematics by helping you to understand the areas you find particularly difficult
- make sure that they give close attention to the development of your thinking skills in all classes.

Thank you for helping us so much with the inspection of your school. We all hope that you will continue to work hard in school and help the teachers so that Oughtrington Community Primary becomes an even better school.