

Over Hall Community Primary School

Inspection report

Unique Reference Number	111130
Local Authority	Cheshire
Inspection number	288870
Inspection dates	12–13 June 2007
Reporting inspector	Saleem Hussain

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 on roll	
School	167
Appropriate authority	The governing body
Chair	Mrs Vera Farrow
Headteacher	Mrs Hilary Berry
Date of previous school inspection	23 September 2002
School address	Ludlow Close Winsford Cheshire CW7 1LX
Telephone number	01606 553692
Fax number	01606 861998

Age group	4–11
Inspection dates	12–13 June 2007
Inspection number	288870

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small school situated in Winsford, Cheshire. The great majority of pupils are White British. The percentage of pupils taking free school meals is well above average. The percentage of pupils with learning difficulties and/or disabilities is above average. A significant number of pupils joined the school at times other than the usual admission time. For example, in the current Year 6 this was more than 30%. The school recently achieved an Inclusion Quality Mark and Healthy School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Pupils achieve exceptionally well. Children enter Reception with skills that are well below average. As a result of outstanding teaching, and care, guidance and support, pupils leave school with broadly average attainment. Lessons are well planned so that full advantage is taken of pupils' preferred learning styles. Teaching and learning are outstanding across the school because of excellent arrangements for sharing good practice and professional development. Personal development is good, including spiritual, moral, social and cultural development. The school develops self-confidence very effectively and helps pupils to become considerate and caring young people. The school is an orderly community and behaviour is good. Relationships at all levels are outstanding because of the effective promotion of teamwork and respect for others. Attendance is satisfactory. The curriculum is rich, vibrant and captures the interest of all pupils. Consequently, pupils enjoy their learning very much. The school has made remarkable improvements to the curriculum since the last inspection.

Every child matters at this school. Outstanding personal, social, health and citizenship education is effective in raising pupils' awareness of health, safety and other matters important in their development. Pupils adopt particularly healthy lifestyles as they take part in many activities within the healthy schools initiative. Pupils understand the need for a balanced diet and they make good choices at lunchtimes. Daily school routines include 'wake and shake' and there is a very high level of participation in sports and exercise. Pupils feel safe and free from bullying. Older pupils act as 'help and safety officers' and this raises awareness very effectively of safety issues in school. Pupils make an outstanding contribution to their community. For instance, Year 6 pupils carried out surveys and watched lessons recently to identify issues in writing. A presentation that pupils have prepared for the governing body is perceptive with very good ideas for the school to consider. Many pupils take part in the Winsford Arts Festival and help to organise the activities for the benefit of the whole community. Pupils are particularly well prepared for the future. For instance, outstanding links in the business community include opportunities for pupils to meet role models, think about what they enjoy doing and learn about the world of work.

Leadership and management are outstanding. The headteacher, staff and governing body have worked tirelessly to establish a culture where pupils are expected to achieve their very best. Performance is monitored, evaluated and improved very effectively to meet challenging targets. Consequently, pupils make outstanding progress. The school has improved all key areas of its work since the last inspection and addressed the writing issue. This demonstrates outstanding capacity for further improvement. In view of the outcomes, the school provides excellent value for money.

What the school should do to improve further

- Work more effectively with parents to raise their awareness about the importance of good attendance.

Achievement and standards

Grade: 1

Inspection evidence shows that achievement is outstanding. Children enter the school at Reception with skills well below those expected of children of their age. This includes in their communication, language, literacy, mathematical, personal and social capabilities. Children

make rapid progress in the Foundation Stage and, by the end of Key Stage 1, reach below-average standards in English and mathematics. Writing is weakest but, because of very effective action recently, by the time pupils leave school at the end of Key Stage 2, they reach broadly average standards in English, mathematics and science. Children make such good progress in Reception because of the high expectation and outstanding teaching within a caring, family atmosphere where they are valued to the utmost. Across the school, the attention to basic skills and raising self-confidence is effective in supporting progress. Pupils with learning difficulties and/or disabilities reach, or come very close to reaching, national expectations by the time they leave because of the outstanding support they receive in the classroom.

Personal development and well-being

Grade: 2

Personal development, including spiritual, moral, social and cultural development, is good. Pupils are invited to think about nature and the beauty of the world around them, and they show awe and wonder as they learn. For instance, one parent commented, 'My son often comes home buzzing about things like how powerful a volcano is, or the discovery of a new planet.' Pupils learn to understand their feelings as they grow. Values of care, consideration, respect and honesty are well promoted. Pupils learn to value their own cultural heritage and the beliefs and traditions of others in our multicultural society. Attitudes to learning and behaviour are good. Although a few pupils can lose concentration in lessons, they return to task quickly with gentle reminders. Attendance is broadly in line with the national average. However, there is more work to be done with parents to help raise attendance levels. The school council is well established and helps to bring about school improvements. Many other high quality responsibilities also support personal development well. Pupils have outstanding understanding of how to keep themselves healthy and safe, whilst growing up with friends within a vibrant school community.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. Characteristic of the teaching are effective planning to meet the needs of all pupils, great attention to basic skills, stimulating presentation of work and many chances to learn in a way that pupils can see the relevance to their lives. For instance, in a Year 6 mathematics lesson about handling data, pupils made outstanding progress as they worked together to draw conclusions from statistics about favourite meals in school. Pupils then talked in depth about the preferences of each year group and also about what this told them about attitudes towards healthy eating. Teachers take every chance to develop speaking, listening and writing skills. Teaching assistants make an excellent contribution to the success of lessons. For instance, they draw out responses from pupils with learning difficulties and/or disabilities, ensuring that they too make outstanding progress. Teachers successfully build on pupils' preferred learning styles. For instance, there are many chances to discuss work in groups and to learn from each other. Teachers use music very effectively as a calming backdrop to lessons. Excellent assessment of work ensures that pupils are set challenging learning targets.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. It is carefully planned and very effective in meeting the needs of all pupils. The Foundation Stage offers children an exciting range of experiences that they are drawn to and help them to learn. Practical and real life experiences across the school help pupils to develop very useful skills for the future. Provision for literacy, numeracy, and information and communication technology (ICT) is outstanding. For instance, even the youngest children are developing confidence in ICT through using electronic whiteboards independently. Pupils have many opportunities to enrich their learning through educational visits; for instance, trips to museums support cultural development. Pupils from Year 3 onwards have excellent chances for personal development through residential opportunities at educational centres. Links with the community and other schools include opportunities to learn Spanish, attend dance workshops and develop skills in the arts. Clubs and after-school activities are all attended well and include judo, fencing, hockey, French and a study club.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. The school is highly committed to making sure that pupils achieve their full potential and enjoy their learning. Pupils say that they enjoy learning because, 'teachers always listen and have time for you, they understand you and help you learn'. Target-setting is especially effective and pupils know what steps to take to meet their challenging goals. Procedures for child protection and for health and safety are reviewed regularly. All Year 6 pupils are allocated with a staff mentor and this is effective in giving them an extra push in their last year at school. Pupils with learning difficulties and/or disabilities receive much support to help them achieve as well as they can. For instance, a specialist teacher from the local authority works with pupils regularly. A home-school liaison officer also attends the school regularly and works effectively with families in tackling barriers to learning.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher is highly respected in the community for her commitment to excellence and the quality of her leadership. Leaders and managers at all levels are passionate and successfully focused on raising standards and promoting pupils' personal development and well-being. Pupils' achievements are monitored and evaluated particularly well. Any underachievement is quickly identified and effective action is taken to address any issues. Managers have raised achievement and made many improvements since the last inspection. Inclusion is at the heart of the school's work and pupils are valued as individuals. The governing body is very supportive, highly experienced and holds the school to account particularly well. For instance, when significant change is proposed, they insist on a full assessment of how it may affect learning. The school is pro-active in identifying and maintaining beneficial community links. Links with the nearby nursery and secondary schools are outstanding and this ensures smooth transition from one setting to the next. The school knows itself very well. Simple modesty explains why the school judged itself as good, when it is clearly outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

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

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for all your help during the inspection of your school and for making the inspectors so welcome. We could not have learnt as much about your school so quickly without you. We think that your school is outstanding because you are achieving so much. Your personal development is good and I can see why your parents and staff are so proud of you. We were impressed by your school council and the suggestions you all make to improve the school. We think that your behaviour is good. We really liked how much you help each other in lessons and how you look after each other. The government says that 'Every Child Matters' and we can see that in your school this is very true. We think that you are enjoying school life so much because you achieve really well. It is good to see how you have the very best attitudes towards healthy living and your awareness of safety matters is excellent. You make a fantastic contribution to your community. Members of the school council and other children who take up responsibilities do super jobs. The choir singing you do in the community and also your great work for the Winsford Arts Festival are amazing. We are pleased to see that teaching in your school is excellent and you learn really well because of it. I know that a few of you find it hard to concentrate sometimes, like I did when I was your age, but it is worth trying to get better at concentrating. The learning chances you get through your lessons and other activities are outstanding. We know that you will keep working hard and making the most of all your great learning chances. The care, support and advice you get from adults in your school are also excellent.

Very few schools are judged as outstanding. A lot of credit must go to the headteacher, governors and other adults for leading and managing the school so successfully. We have given them a pat on the back because they deserve it. The full report about the school says all the things in this letter. There is only one thing for the school to improve on.

- Attendance is satisfactory but could be improved.

Maybe, you can make some suggestions to the school about this. Keep up all your good work and thank you once again for making Inspectors so welcome.