

Oughtrington Community Primary School

Inspection report - amended

Unique Reference Number	111135
Local Authority	Warrington
Inspection number	325299
Inspection dates	17–18 September 2008
Reporting inspector	Denise Shields

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	318
Government funded early education provision for children aged 3 to the end of the EYFS	45
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr G Davies
Headteacher	Miss Gillian Marsland
Date of previous school inspection	18 January 2006
Date of previous funded early education inspection	1 January 2006
Date of previous childcare inspection	Not previously inspected
School address	Howard Avenue Rush Green Road Lymm Cheshire WA13 9EH

Age group	4–11
Inspection dates	17–18 September 2008
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Amended Report Addendum

Change of title of HT

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a slightly larger than average sized school. The number on roll has risen since the previous inspection. Almost all pupils are of White British heritage. Eligibility for free school meals is well below average. The proportion of pupils with learning difficulties and/or disabilities is below average. Two Reception classes form the school's Early Years Foundation Stage (EYFS) provision. Since the previous inspection a new headteacher and two new deputy headteachers have been appointed. The school has gained Artsmark Gold, Healthy Schools, Activemark, European Languages and the International Schools Awards.

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 outstanding features, it is improving rapidly. The headteacher provides inspirational leadership and management and has established a vision and enthusiasm, shared by all staff, to bring about improvement. This is swiftly being translated into practice. A representative view from parents confirms this, 'The headteacher makes a big impact on the school' is well liked, respected and inspires confidence.' A very capable senior leadership team gives good direction to the recently formed middle leadership and new subject leaders. The needs of pupils and staff are at the heart of everything that is done. School self-evaluation is comprehensive and links clearly to development planning. Firm action has been taken to bring about improvement, but many initiatives are at an early stage of development and their impact is yet to be seen in the school's national assessment and test results. Nevertheless, success has already been achieved. For example, the school recognised that achievement in writing was lower than in other subjects, particularly for the more able pupils and took quick action. As a result, standards in writing have risen for all groups of pupils. The areas for improvement, identified at the inspection in January 2006, have been dealt with well. The school has a good capacity to improve and provides good value for money.

When children start in the Reception year many of their skills are typical for their ages overall. However, they are lower in aspects of literacy and early numeracy. By the time they leave school at the end of Year 6, they attain standards that are above average overall. Achievement is good. Standards in writing at the end of Year 6 are broadly above average and achievement is good. Pupils with learning difficulties and/or disabilities achieve well because the work they are given is carefully tailored to their specific needs.

Pupils' progress is good because teaching and learning are of good quality and some teaching is outstanding. Planning is detailed and clearly reflects the school's good, rich curriculum which includes the accolade of a variety of external awards. Teachers are adept at accelerating pupils' learning, for example, through posing challenging questions, which extends pupils' skills and knowledge. However, although some teachers use the ends of lessons well to check what pupils have understood and to involve them in assessing their own progress, this is inconsistent across classes. Pupils state confidently, that if they do not understand their work, teachers will always help them. They are very clear about the learning targets they have to reach in writing and say these help them to improve their work. Pupils do not have learning targets in other subjects, however, and are, consequently, less confident about what they need to do to improve.

The school's extensive partnerships with local schools, the nearby and wider community, and external agencies contribute significantly to pupils' education. Links with schools abroad ensure that pupils have an impressive understanding of global citizenship. Pupils say they enjoy every minute at school. 'Happy, smiling faces greet you each day', is a view shared by all staff. Pupils are very enthusiastic about the outstanding opportunities they have beyond lessons to develop their interests and talents, including learning four languages. They relish the responsibilities they have and carry these out in a responsible and diligent manner. The care and support pupils receive is exceptional. Pupils confirm this by their comments that they feel valued, safe and can always find an adult to talk to if they have a problem. Behaviour is outstanding and there is a high level of respect and friendliness shown by all pupils. They show high levels of care and compassion for others within the school, but also in the wider multicultural society. Their understanding of racial tolerance is very evident in a view expressed by many pupils, 'it's not your skin colour that matters it's what you are like as a person that counts.' Their understanding

of how to lead safe and healthy lifestyles is impressive. All these qualities prepare pupils very well for their lives beyond school.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the EYFS is good. As a result, children make good progress and achieve well, particularly in early reading, writing and numeracy. By the time they transfer to Year 1 all are working securely within the nationally expected standards in all areas of learning. The welfare of children is promoted extremely well. Classrooms and the outside area are safe and secure. The school works very well with parents. 'Staff are caring and supportive, the induction period has been a positive experience', is a typical view expressed by parents. Personal and social development is good. All adults take time to get to know each child and, as a result, children trust them and settle to new routines quickly. Children's behaviour is very good and they play and cooperate very well together and are enthusiastic about learning. The curriculum is good overall. Early reading, writing and numeracy skills are given high priority and are taught very effectively; this lays a good foundation for the development of children's future basic skills. A good range of activities is planned inside and outdoors. However, sometimes tasks are too formal or directed too much by an adult. Consequently, children do not always have sufficient opportunities to choose activities for themselves and this holds back the development of their independence. The outdoor area is not always used consistently well by both classes and this restricts the opportunities of children in one class to extend their skills outside. The EYFS is well led and teamwork is strong. Assessment is detailed and thorough. A close check is kept on how well children are doing and this contributes well to children's learning.

What the school should do to improve further

- Extend the use of learning targets and pupils' involvement in assessing their own understanding and progress.
- Provide more opportunities for all children in the Reception year to choose activities for themselves both inside and outdoors.

Achievement and standards

Grade: 2

Achievement is good. By the end of Year 2 and Year 6, standards are above average overall. A larger than average proportion of pupils attain highly for their age in mathematics and science, and the proportion reaching this level in English is rising. In recent years, by the end of Year 6, standards in mathematics and science have been stronger than English, where standards in writing were weaker than in reading. School data and inspection evidence clearly indicate that throughout the school achievement in writing is good and standards have risen. Parents are full of praise for this; 'the new writing initiatives are a fantastic example of the dynamic attitude of all staff to improve writing', is a comment that typifies that of many parents.

Pupils with learning difficulties and/or disabilities make good progress in relation to their specific starting points and achieve well. This is because support programmes, for example, in reading, extra help from teaching assistants and work that is well matched to their ability, support their learning effectively.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural awareness is outstanding. The school's varied curriculum and extensive links with schools at home and abroad contribute to their extremely good understanding of traditions and cultures other than their own. Pupils are very friendly towards each other and visitors. Questions are answered thoughtfully and politely, and responses often conclude, 'you're very welcome.' Pupils thoroughly enjoy learning and all the school has to offer. There is a high take-up of activities outside lessons. Pupils' enjoyment of school life is reflected in consistently well above average levels of attendance. Pupils get on extremely well together; they cooperate very well in groups and with partners. They make an excellent contribution to the school and wider community through, for example, the school council, class monitors and visits to the senior citizens' luncheon club. Many also willingly take part in 'Making a Difference Days' when they work alongside their parents to improve the school environment and facilities. Above average standards in the basic skills of literacy, numeracy, and information and communication technology prepare pupils very well for their next stage of education.

Quality of provision

Teaching and learning

Grade: 2

Friendly and harmonious relationships are a consistent strength of lessons. As a result, pupils try hard and are generally fully engaged in activities. Strategies to accelerate pupils' learning through talking with partners, for example, are used very well. Most lessons proceed at a good pace and humour is often used to good effect. Work is well matched to individual abilities and, consequently, pupils' learning is good. When practice is outstanding, expectations of what pupils can achieve are very high. A very wide range of imaginative activities and tasks capture pupils' attention and learning is rapid. Although some teachers use the end of lessons well to encourage pupils to assess their understanding and progress, this is not consistent practice throughout the school. As a result, pupils are not clear how well they have achieved in lessons. Teaching assistants work closely with pupils who find learning more difficult. They show these pupils how to take small steps in their learning, and to become fully involved in lessons and make good progress.

Curriculum and other activities

Grade: 2

The curriculum is imaginative and carefully organised. The school links subjects together within themes, with great emphasis on the development of pupils' key skills and knowledge. However, this is recent and it is too early to judge the impact on raising standards. There are many and growing opportunities for pupils to develop their writing skills in other subjects and the positive impact of these can be seen in improved standards throughout the school. The school's excellent emphasis on personal, social and health education and citizenship develops pupils into mature, articulate and confident young people who are very well prepared for their next stage of education. The curriculum is adapted very well for pupils with learning difficulties and/or disabilities and for those with particular gifts or talents.

Care, guidance and support

Grade: 2

Levels of care are outstanding and parents acknowledge this strength. 'All staff are very caring and supportive of children,' is a typical view. Teachers know pupils very well and this does much to ensure that each child is safe, happy and ready to learn. Child protection arrangements and those to safeguard pupils are fully in place. Health, safety and welfare arrangements are excellent. There is very good support and guidance for pupils who have learning difficulties and/or disabilities. Very good systems are in place to identify pupils' needs and set appropriate targets for learning. Overwhelmingly, parents hold the school in high regard, appreciate that staff are approachable and know that any issues or concerns regarding their children are dealt with promptly. Academic guidance is good. Pupils' learning targets in writing are used very well to help them improve their work, but these are not a feature in other subjects. Ways of involving pupils in assessing their own progress are not consistently used in all lessons. At its best, particularly in writing, marking is helpful and constructive and clearly pinpoints what pupils need to do to improve.

Leadership and management

Grade: 2

The headteacher and deputy headteachers bring different strengths to the leadership and management of the school and compliment each other very well. They work very effectively as a team. In the short period of time they have been together, they have gathered a clear picture of the school's performance and the changes that need to be made to secure further improvement. The very recently formed middle leadership group and new subject leaders are developing their roles well. This is because arrangements to train and develop staff are very good and staff speak highly of the opportunities they have to further their careers. The positive impact of this professional development can also be seen in the new approaches introduced to teach writing which has improved pupils' standards and achievement.

Self-evaluation is thorough and involves all stakeholders. It gives a clear picture of the school's performance and is closely aligned to school improvement planning. Leaders confidently make the necessary adjustments to school practice in order to raise standards. For example, a rigorous system to track and monitor pupils' progress has recently been developed and is being used well to identify and tackle any underachievement. The school makes good use of challenging targets to help raise standards. Governors work closely with the school. They provide effective support, ask challenging questions and help to set the strategic direction well. The inclusion of pupils, whatever their background, ability or particular need, is given extremely high priority. The many and varied partnerships with local schools and those abroad, the community and external agencies all help raise the quality of pupils' education and ensure they have an extremely good understanding of diversity within society.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

Inspection of Oughtrington Community Primary School, Lymm, WA13 9EH

Thank you very much for helping with the inspection of your school by being so friendly and talking about your work and the huge number of activities you take part in. Your views and those of your parents helped the inspectors to come to the judgement that Oughtrington is a good and rapidly improving school. Some aspects of its work are outstanding. These are some of the things we were impressed with.

- You all behave extremely well and take very good care of each other.
- You try hard in lessons and really enjoy learning, especially 'WoW' words which are making a big difference to your achievement in writing.
- Your teachers make lessons interesting and give you work that helps you to learn at just the right pace.
- You make good progress overall and your achievement by the time you leave at the end of Year 6 is good.
- Adults care for you all exceptionally well and this helps you to feel safe and happy at school.
- Your headteacher and deputy headteachers and all other staff work closely with the governors to help plan what needs to be improved.

To make your school even better we have asked your headteacher and governors to look at ways to involve you more in deciding how well you have made progress in your lessons. Although you all know your targets for writing, we have asked the school to extend learning targets to other subjects as well so that you are all clear about how to improve your work.

Reception children have lots of activities in their classrooms and in their outdoor area. We have asked your school to ensure that children in both these classes get plenty of chances to choose lots of different tasks themselves either inside or outside. This is to help them become more independent in their learning.

You can help, too, by continuing to try your very best, working hard and remembering all your learning targets. Kind regards and thank you once again.