

Westbrook Old Hall Primary School

Old Hall Road, Old Hall, Warrington, Cheshire, WA5 9QA

Inspection dates 8–9 May 2013

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

Summary of key findings for parents and pupils

This is a good school

- The school has a family ethos. It is a secure and happy place where everyone values and respects others.
- Teaching overall is good and is showing an improving picture.
- Pupils are respectful, polite, and keen to learn and speak highly of what the school does to help them improve. Pupils are extremely well behaved and feel safe. They enjoy coming to school.
- Pupils start school with skills and understanding which are typically expected for their age. They make good progress throughout the school and leave at the end of Year 6 with above average standards of attainment.
- The recently appointed headteacher’s impact upon standards is beginning to show.
- The governing body takes steps to make sure that leaders can explain how the school is improving and why.
- Music and information and communication technology (ICT) are strengths within the school’s rich curriculum.

It is not yet an outstanding school because

- Teaching is not always consistently good or better over time. Although the needs of most pupils are well met, work is not always closely matched to the needs of all pupils.
- The impact of all new leaders at senior and subject level has yet to take full effect.

Information about this inspection

- Inspectors observed 25 lessons as well as some part lessons and special group activities. Three lessons were joint observations with the headteacher. In addition, the inspectors listened to pupils read and observed teaching assistants working with pupils.
- Discussions took place with three groups of pupils, the Chair of the Governing Body, senior and middle leaders of the school and also with teachers. A representative of the local authority was also interviewed.
- Inspectors considered 69 Parent View (online questionnaire) responses and views made through a recent school survey of parental opinions. Fourteen staff questionnaires were reviewed.
- Inspectors studied a range of school documents relating to pupils' progress, school improvement, and performance management and safeguarding.
- A broad range of other evidence from books and other examples of pupils' work, pupil records, data and the curriculum were also examined.

Inspection team

Rosemary Batty , Lead Inspector	Additional Inspector
Vanessa MacDonald	Additional Inspector
Sheila Loughlin	Additional Inspector

Full report

Information about this school

- This is a larger than average sized primary school.
- A new headteacher was appointed in April 2012, and was previously the deputy headteacher and acting headteacher.
- The senior leadership team has been in place since September 2012.
- The governing body has also undergone a period of change during this time.
- A below average proportion of pupils is known to be eligible for pupil premium funding. The pupil premium is extra funding the school receives for pupils entitled to free school meals, those in the care of the local authority or the children of parents serving in the armed forces.
- The proportion of pupils with special educational needs and supported through school action, school action plus or with a statement of special education needs is below average.
- The majority of pupils are of White British heritage.
- In 2012, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is a breakfast and after school club based on the site, but they are under separate governance and receive a separate Ofsted report.

What does the school need to do to improve further?

- Continue to drive up standards by improving teaching even more so that it is all at least good and an increasing proportion outstanding by:
 - ensuring that activities are always matched to pupils' needs
 - improving the quality of feedback from teachers so that all pupils are clear about how to improve their work and that they are given the time to respond to do so.
- Continue to develop the role of subject leaders so that they can support senior leaders to check upon the quality of teaching and the progress of pupils to further improve achievement.

Inspection judgements

The achievement of pupils is good

- Pupils enter the school at levels broadly in line with what is expected for their age. They make good progress throughout Key Stages 1 and 2 with most pupils achieving expected progress and many above what might be expected for their age.
- Achievement in literacy, mathematics and reading is good or better throughout the school.
- In an outstanding lesson, pupils developed TV interview scripts that took account of language, mathematics and communication skills. Recordings were being made using computer tablets. These were Year 4 pupils, who were working at a level which would be usual of older pupils, yet they were enthusiastic and animated in what they had been asked to do.
- As a result of careful tracking and monitoring, those pupils who require extra help with their learning, including those who are disabled or have special educational needs, make good progress. This is because they are well supported in lessons and action is taken to help them.
- Pupils who are entitled to free school meals make good progress. They benefit from the wide range of learning opportunities provided by the school.
- In 2012, results in national tests in mathematics dipped. However, as a result of better teaching, school data and inspection evidence indicates that standards are likely to rise this year. Current data shows that there is an improving picture, with pupils on track to achieve well. In a mathematics lesson, pupils were able to describe the properties of 2-D and 3-D shapes accurately and to explain how to apply mathematical knowledge to answer word problems.
- In 2012, pupils were well below what might be expected for their age in the phonics (the sounds that letters and combinations of letters make) screening test. This situation has been rapidly addressed by the school and the teaching of phonics is now good and pupils are making better progress.

The quality of teaching is good

- In most cases teaching is good or better. The quality of teaching is improving. In the best lessons, teachers build upon what pupils already know, plan lessons that are suitable for all ability groups and make sure that pupils make good progress. During lessons, adults keep checking that pupils understand what they have to do to succeed and pupils are made to feel that they can do well.
- Teachers are determined to improve themselves. They plan together and review what works well. This means that good teaching practice is shared. As a result, the skills and knowledge of teachers as well as support staff are good and improving. Teachers are further helped to improve through careful monitoring and target setting by the headteacher.
- Teacher training in key areas, such as phonics and mathematics, has also accelerated improvements in the quality of teaching. This in turn has had an effect upon achievement, which is also improving.
- Pupils enjoy lessons because teachers plan to make them interesting through creative and ambitious teaching. Pupils pay attention in lessons and are keen to learn.
- There is some grouping of pupils in mathematics and English to make sure that work is at the correct ability level. Small group work helps pupils who may need additional support. When teaching is less effective, further challenge for the more able is not always forthcoming. Although the needs of most pupils are well met, work is not always closely matched to the needs of all pupils.
- Teaching assistants are used effectively, particularly to support key groups that are at risk of falling behind.
- Books are well marked but pupils are not always given the opportunity to respond to the advice

given. This lack of precise guidance means pupils' progress is not as fast as it could be.

The behaviour and safety of pupils are outstanding

- Behaviour is typically outstanding and is well managed throughout the school. Pupils work and play in a friendly manner, respecting others and the environment. An example of this is the system of pastoral groups which contain pupils from Years 1 to 6. This helps younger pupils to be looked after and valued by older ones. This gives older pupils an awareness of the needs of others. Consequently, the sense of 'family' within the school may be seen.
- Pupils have a clear understanding of how to keep themselves safe in all areas of the school. This includes a sound knowledge of e-safety. They are aware of cyber-bullying, understand what risks they may face when using new technologies and know what to do if such a situation arises. During one discussion, pupils were able to point out the dangers of text messages. In another, all pupils showed their knowledge of the school's e-safety rules which extended to how to stay safe when using ICT in other situations.
- Poor behaviour and bullying are rare. When they do happen, pupils know that they will be dealt with quickly and fairly. Parents feel that behaviour is good or better because of school's policies.
- The school has recently reviewed its behaviour policy which is based upon pupils taking greater responsibility for themselves. Rewards for positive behaviour abound.
- Spiritual, moral, social and cultural development is impressive, particularly in music and other creative areas. Displays around the school celebrate multi-media artwork linked to topic work, aboriginal art, textiles, collage and paintings in the style of famous artists. Pupils are encouraged to think of others through the Charity Committee which is run like a small business by pupils.
- Pupils enjoy school and attendance is above the national average.
- The school premises are inviting, well maintained and secure. This adds to parental confidence in the school.

The leadership and management are good

- The relatively new senior leadership team is developing rapidly. Specific training has taken place to meet the needs of the school's priorities for improvement. Change is apparent as the quality of teaching improves and pupils' achievement is more carefully tracked. However, while the role of subject leaders is developing, they do not always check on the quality of teaching and the achievement of pupils thoroughly enough in order to support senior leaders' drive for improvement.
- Improvements are happening because of careful analysis, planning and monitoring systems that are linked to one another, so that no stone is left unturned. Outside expertise has been used to help with school improvement, particularly in phonics and mathematics. Senior leaders have acted upon any advice offered, considered its value, and then customised it to the school. So expectations are rising within the classroom. Pupil progress has accelerated as a result and standards are improving.
- The headteacher monitors lessons regularly, setting clear targets for teachers based upon national standards that relate to salary progression. Teachers know clearly what they need to improve and how they will be measured. This information is fed regularly to the governing body, where it is analysed and questioned.
- The curriculum is good, wide, balanced and varied, with many exciting developments, particularly the further use of new technologies.
- There is a sense of working together amongst the staff of the school which spills over into the relationship between the school and the governing body. One governor, for example, has helped to develop a unique tracking system that is helping to pin-point areas of concern with pupils' progress. This is being used most effectively.

- The school has received support from the local authority which expresses confidence in the school.

- **The governance of the school:**

- The governing body, which has gone through a period of change, supports the senior leadership immensely. It is determined to improve standards. Therefore, meetings are regular, with clear actions relating to the drive for improvement. As a result, governors have a clear picture of teaching, pupil progress and the impact of senior leaders, so that they can make informed judgements about the effectiveness of the school. Statutory responsibilities regarding finance, safeguarding, policy review and the performance management of the headteacher are carried out efficiently. The governing body has secure systems in place to ensure that the resources the school receives, including the additional funding through the pupil premium, are used effectively.

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

Unique reference number	111206
Local authority	Warrington
Inspection number	412159

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	407
Appropriate authority	The governing body
Chair	Gavin Brown
Headteacher	Stewart Quinn
Date of previous school inspection	11 June 2009
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