

Great Orton Primary School

Inspection report

Unique Reference Number	112110
Local Authority	Cumbria
Inspection number	357044
Inspection dates	16–17 November 2010
Reporting inspector	Ann Wallis

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 of pupils on the school roll	33
Appropriate authority	The governing body
Chair	Richard Heaton
Headteacher	Jamie Roberston
Date of previous school inspection	12 March 2008
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Introduction

This inspection was carried out by one additional inspector. The inspector observed teaching and learning in seven lessons and saw three teachers teach. She held meetings with the Chair of the Governing Body, staff and pupils. She observed the school's work, and looked at pupils' books, safeguarding documents, pupils' progress data and other documentation. She analysed 18 questionnaires from parents and carers and also those from pupils and staff.

- How much progress groups of pupils make, particularly those with special educational needs and/or disabilities, and whether they are achieving as well as they should in all subjects.
- Whether the new leadership and management is effective in bringing about and sustaining school improvement.
- Whether care, guidance and support are a strength of the school.

Information about the school

This is a small primary school. The proportion of pupils known to be eligible for free school meals is well-below average. All pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities is well above average. A high percentage of pupils join the school other than at the usual times. The school has gained Healthy School status and has Activemark and Sportsmark awards.

The privately run on-site provision for childcare, 'Great Orton Nursery', is subject to a separate inspection and will receive its own inspection report which will be published on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school. The recently appointed headteacher has a clear vision for the school which is shared by all staff. Pupils, parents and carers and staff feel their opinions are valued and morale is high. Improvements to the curriculum to make it more relevant and interesting for pupils are already beginning to have a positive impact on pupils' enjoyment of learning and the standards they reach. New initiatives to set more sharply focused targets are accelerating pupils' progress in writing but these have yet to be extended to reading and mathematics. School self-evaluation is accurate. Members of the governing body, leaders and managers have identified appropriate priorities for improvement and the school has satisfactory and growing capacity to improve further.

Pupils, parents and carers agree that Great Orton Primary is a happy, friendly and safe place to be. They are very appreciative of the good care, guidance and support the school gives. Pupils know how to stay safe and healthy, they behave well, take care of each other and have a clear understanding of their rights and responsibilities within the school community. The school has good links with parents and carers and they are very involved in their children's learning. The school's promotion of community cohesion is satisfactory. Links with the local community are good but pupils have limited opportunities to engage with those from different communities and cultures further afield.

Children's skills on entry to the Reception class and their attainment when they leave Year 6 do vary widely from year to year. Overall, children enter the Reception class with skills which are broadly in line with those expected for their age. The provision indoors is better than outdoors in Reception. Pupils make satisfactory progress as they move through the school. Consequently, their attainment is broadly average when they leave Year 6. Pupils' achievement is satisfactory because the teaching they receive is at least satisfactory and often good. More sharply focused individual support by teachers and teaching assistants and timely extra help given to those who need it, ensure that pupils with special educational needs and/or disabilities are now making satisfactory progress. Recently introduced methods of teacher, peer and self-assessment are giving pupils a better indication of how well they are doing and how to improve their work. However, these are at an early stage of development and are not yet used fully to track pupils' progress.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress by:
 - extending the use of individual target-setting into reading and mathematics so pupils know what they need to do to improve their work
 - further improve the quality of assessment and use this information to track pupils' progress more closely

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- ensuring all lessons proceed at a brisk pace and pupils of all ages have sufficient opportunities to learn independently.
- Improve provision for Reception children by:
 - improving the quality of the outdoor learning area
 - enabling children to choose more frequently outdoors activities which help them to develop.
- Improve the promotion of community cohesion by:
 - providing pupils with more opportunities to engage with others from different ethnic and cultural backgrounds in Britain and the wider world
 - evaluate the impact of this work.
- About 40% of the schools whose overall effectiveness is judged to be satisfactory will receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy learning and their achievement is satisfactory. In lessons they behave well, concentrate on the task in hand and have good attitudes to learning. They respond to the teaching they receive by making at least satisfactory, and in the best lessons, good progress. In a numeracy lesson, pupils showed real enthusiasm for learning as they calculated costs and gave each other the correct change at 'Great Orton Bargain Bakery'. Work in pupils' books, that displayed on walls and the school's own progress data all confirmed the satisfactory progress that pupils are making. Results in test and assessments have fluctuated widely over the last three years because cohorts are very small and in some years an overall attainment judgement depends on the ability of just two pupils. Over these years, attainment on entry to the school has been broadly average. All pupils, including those with special educational needs and/or disabilities and those who join the school other than at the usual time make satisfactory progress from their individual starting points.

Pupils enjoy taking on responsibilities in school and, for example, willingly act as members of the school council or help with running the breakfast club. They treat each other, staff and visitors with kindness and respect. Pupils know how to eat healthily and many enjoy the imaginative lunches, often centred on the food of a particular country that the school provides. Pupils attend school regularly, most are punctual and they work well together in pairs and teams. These qualities combined with developing literacy, numeracy, and information and communication technology (ICT) skills ensure pupils have a sound preparation for later life. Pupils have a good awareness of social and moral issues and are knowledgeable about how to keep themselves safe. For example, they were well aware of the dangers of fire in preparation for the recent bonfire night celebrations.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is satisfactory overall and often good. Teachers and teaching assistants know their pupils extremely well, classes are well managed and, consequently, most pupils are confident and keen to learn. Teachers are knowledgeable and explain topics clearly. In the best lessons tasks are varied, activities are often practical, the pace of the lesson is brisk and pupils make good progress. In some lessons, the pace of learning is slower when pupils spend too much time listening and have less time to work independently. Pupils' work is marked regularly. In writing, the recently- introduced practice of setting specific individual targets for pupils is giving them clear pointers for improvement and already accelerating their progress. This good practice has yet to be extended to reading and mathematics. The quality of assessment is improving and pupils are beginning to become more involved in assessing their own and each others work. However, the results of assessments are not yet used fully to regularly track pupils' progress as they move through the school.

The curriculum is improving rapidly and is a strength of the school. It is well planned to meet the needs of pupils in mixed-age classes. Work is often related to real-life experiences and visits to places of interest which greatly enrich the curriculum. Recent visits to places as disparate as Hadrian's Wall, a bird reserve and a local butcher's shop had all contributed greatly to developing pupils' basic skills across a range of different

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topics. Pupils proudly pointed out the Roman road they had built, the mosaics they had designed and the oil lamps they had constructed.

The good care, guidance and support the school provides contribute well to pupils' personal development. It helps to ensure that pupils feel safe and that they know there are always adults who will help if they have problems. Good use is made of outside agencies to ensure pupils get extra specialist help when this is needed. The school has forged good partnerships with other schools so pupils are able to transfer smoothly from one stage of their education to the next. Pupils who join at other than the usual times are welcomed and helped to settle quickly.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a very clear vision for further school improvement centred on raising attainment through the provision of a rich and exciting curriculum. Governors and staff fully share this vision and, consequently, the school is improving and pupils' progress is accelerating. Governance is good. The governing body is fully involved in monitoring the school's work and has provided very valuable support and challenge for the school during a period of staff change. The school adopts good safeguarding practice. Staff are appropriately trained and all risk assessments, safeguarding policies and procedures are fully in place.

The school has forged very good partnerships with parents and carers. They feel very welcome in the school and many were seen working alongside their children in the Key Stage 1 classroom. Pupils are known as individuals, their talents and skills are valued and all have equal opportunities to succeed. Discrimination of any kind is not tolerated. The school promotes community cohesion satisfactorily but has not fully evaluated the impact of this work. Links with the local community are good. Contacts with communities further afield in Great Britain and overseas are presently underdeveloped.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The school's close links with parents and carers help to ensure that children settle well into the Reception class. In this mixed-age class they benefit from the good role models of older pupils and quickly learn classroom routines. They make satisfactory progress from their individual starting points and the attainment of most children is broadly average when they enter Year 1. Children clearly enjoyed learning about reflective surfaces as they chose from a selection of materials to make their own sparkly mirrors'. The indoor learning environment is stimulating but the provision for outdoor learning and the opportunities for children to use the outdoor area are more limited. Children benefit from interesting teacher-led activities but opportunities to learn independently, although satisfactory, are fewer.

Children's progress is now tracked more carefully and the recent introduction of 'Superstar' and Sparkly books ensures that all staff and parents and carers are well informed about children's progress and that future work is well planned to meet their needs. The leadership and management of the Early Years Foundation Stage are satisfactory and are bringing about steady improvement. Staff are well deployed and ensure that all safety and welfare requirements are met.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of the high proportion of parents and carers who responded to the questionnaire are pleased with the education the school provides. They are particularly appreciative of the good care, guidance and support their children receive and of the good relationships the school forges with them. The inspection evidence entirely endorses these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Great Orton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 18 completed questionnaires by the end of the on-site inspection. In total, there are 33 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	72	5	28	0	0	0	0
The school keeps my child safe	14	78	4	22	0	0	0	0
My school informs me about my child's progress	14	78	4	22	0	0	0	0
My child is making enough progress at this school	10	56	6	33	2	11	0	0
The teaching is good at this school	13	72	5	28	0	0	0	0
The school helps me to support my child's learning	12	67	6	33	0	0	0	0
The school helps my child to have a healthy lifestyle	13	72	5	28	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	72	5	28	0	0	0	0
The school meets my child's particular needs	13	72	5	28	0	0	0	0
The school deals effectively with unacceptable behaviour	9	50	8	44	0	0	0	0
The school takes account of my suggestions and concerns	12	67	6	33	0	0	0	0
The school is led and managed effectively	12	67	5	28	0	0	0	0
Overall, I am happy with my child's experience at this school	14	78	4	22	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 November 2010

Dear Pupils

Inspection of Great Orton Primary School, Carlisle, CA5 6NA

Thank you for the warm welcome during the inspection visit and to those of you who shared your views about the school. Please thank your parents and carers for completing the questionnaire.

This is what your school does well.

- You behave well, attend school regularly and know how to stay safe and healthy.
- Yours is a satisfactory and improving school where you make satisfactory progress from your individual starting points.
- The care, guidance and support you receive and the curriculum you follow are good.
- The teaching you receive, and the way your school is led and managed are satisfactory.

This is what we have asked the staff to do to make the school even better.

Help you make even faster progress by:

- setting you targets in reading and mathematics, like those you have in writing, so you are clearer about how to improve your work
- improving the ways in which your work is assessed and tracking your progress more closely
- making sure you learn as quickly as possible in lessons and have opportunities to learn on your own.

Improve the outdoor learning area for the youngest children.

Give you more opportunities to find out about and understand cultures and communities in Britain and the wider world which are different from your own.

You can help your school improve by continuing to behave well and working with your teachers to achieve the very best you can.

Yours sincerely

Ann Wallis

Lead inspector

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