

Orrishmere Primary School

Inspection report

Unique Reference Number	106069
Local authority	Stockport
Inspection number	377346
Inspection dates	12–13 September 2011
Reporting inspector	Andrée Keddle

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	207
Appropriate authority	The governing body
Chair	Lisa Ward
Headteacher	Christine Slater
Date of previous school inspection	1 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, observed six teachers and held meetings with groups of pupils, the Chair of the Governing Body and staff. They observed the school's work, and looked at documentation including safeguarding records, school policies, the school development plan, reports from the School Improvement Partner, assessment data, pupils' work, and teachers' planning. Inspectors analysed 109 questionnaires returned by parents and carers, together with a sample from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of all groups of pupils, particularly in writing.
- The quality of teaching to determine whether assessment information is used well and whether learning activities are challenging enough.
- The effectiveness of the leaders' systems to rigorously evaluate the school's performance.
- The impact of the provision and leadership and management of the Early Years Foundation Stage on children's outcomes.

Information about the school

This is a smaller than average-sized primary school. Most pupils are of White British heritage and only a few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is above average, as is the proportion of those having a statement of special educational needs. The school has achieved Healthy School status and has the Inclusion Quality Mark and the Activemark.

The headteacher took up post at the beginning of this term, September 2011 along with a new deputy headteacher and a newly qualified teacher.

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?

2

The school's capacity for sustained improvement

2

Main findings

Pupils are understandably proud to attend this good school. Outstanding care, guidance and support ensure that pupils are happy, settled and able to make good progress in their learning. The extent to which pupils feel safe is outstanding and attendance rates are high, reflecting pupils' enjoyment of school. Pupils' behaviour is good, both in lessons and around the school. The school's engagement with parents and carers is excellent and comments on the questionnaires returned by parents and carers praise the school and demonstrate high levels of satisfaction.

Overall, children enter the school with a level of skills and knowledge which is broadly typical for their age and they make good progress as the result of good teaching. In the Early Years Foundation Stage and through Key Stages 1 and 2, pupils' attainment and progress are better in reading and mathematics than in writing. Pupils' attainment is above average overall in English and mathematics. Recent improvements to the teaching of mathematics and the setting of higher targets have ensured that just over half the pupils in Year 6 achieved the higher Level 5 in the statutory tests in 2011. Pupils with special educational needs and/or disabilities are well supported and make good progress in their learning.

Teaching is good, with teachers providing interesting lessons which motivate the pupils to learn well. The curriculum is well planned and balanced and enriched by a considerable number of educational visits. Pupils speak highly of these visits and it is clear that they provide memorable learning experiences. Lessons move at a brisk pace and the learning intentions are made clear to the pupils so they understand what the teacher is looking for in their work. In a few lessons, these learning intentions are broad, rather than being specific in identifying the next steps. Teachers assess pupils' work well to check on their progress. However, the systems to collect and reference the pupils' work against levels of attainment lack precision and detail in some instances, making it very time-consuming for senior leaders to check on the accuracy of the assessments and ensure that progress is as rapid as possible.

The newly-appointed headteacher has reviewed the school's work and has quickly established a vision for further improvement, which builds on current strengths. The school has sustained above average standards since the last inspection and attainment in mathematics has risen. The capacity for sustained improvement is good. Members of the governing body know the school well and evaluate the

school's performance through robust examination of data. Issues identified through the evaluation of assessment data are focused upon and clear strategies put into place, which are successful in bringing about improvement.

What does the school need to do to improve further?

- Raise attainment and improve progress further, particularly in writing, throughout the school, including in the Early Years Foundation Stage, by:
 - setting higher targets, especially for the higher attaining pupils in English
 - identifying the precise next steps in learning in all lessons to enable pupils to make more rapid progress
 - ensuring all pupils have regular opportunities to assess their own work
 - improving the collection of evidence to support teachers' assessments of pupils' attainment.

Outcomes for individuals and groups of pupils

2

Pupils make good progress and by the time they leave in Year 6, their attainment is above average in English and mathematics. Attainment and progress in reading and mathematics are better than in writing, especially for the higher attaining pupils and targets set for writing are not always as high as for mathematics. The school has, however, begun to take effective steps to increase the proportion of pupils achieving the higher level in writing this academic year. For example, in one lesson observed during the inspection, higher attaining pupils were working in a group with the teacher to edit and improve their writing to include more grammatically complex sentences. Pupils with special educational needs and/or disabilities make good progress as a result of good teaching and sharply focused individual education plans.

Pupils behave well and show high levels of cooperation in lessons with partners and in groups. Adults use praise very well and speak in an extremely caring way to pupils. Pupils respond by trying their best and showing respect for adults and for each other. They say they feel very safe in school and speak highly of the staff who, they say, sort out any problems quickly. Pupils have a good understanding of how to keep themselves safe in various situations, including when using the internet. Their contribution to the school and wider community is good. They take on responsibilities readily, such as becoming members of the school council and have helped the local community by undertaking litter-picking. Pupils understand well the importance of exercise and a balanced diet in maintaining a healthy lifestyle. They have above average basic skills and these, combined with their high attendance help them to develop the necessary skills for their future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2

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

The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
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	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good teaching ensures that all groups of pupils, including those with special educational needs and/or disabilities make good progress. In the best lessons, pupils make rapid progress as the result of a very brisk pace in learning coupled with high expectations from the teacher about the quality and quantity of work expected. All teachers explain the purpose of the learning activities and tell the pupils what they are looking for in their work. In the most successful lessons, the next steps in learning, that is the learning intentions, are very specific and pupils have the opportunity to assess the quality of their own work against these. This practice is not yet fully embedded across the school. In many classes, teachers use assessment information very well to ensure that work is set at the correct level of challenge in order to build on the pupils' prior knowledge. For example, in a Key Stage 2 science lesson pupils were questioned about the properties of materials in order for the teacher to extend and develop their understanding of how knowledge of properties affects the choice of material for a task.

The good and varied curriculum ensures that lessons are interesting and that pupils have learning opportunities beyond the school. The school uses local places of interest well, such as the hat museum, in order to teach pupils about their locality. A wide range of extra-curricular activities is on offer and specialist football coaching is provided and funded by the school. The school's outstanding care, guidance and support are evident in lessons and throughout the school. Pupils are cared for extremely well and relationships between teachers and pupils and between pupils are excellent. Teachers speak to pupils in a very caring manner and this creates a calm environment with an emphasis on respect for each other. Transition arrangements are highly effective. The new children in the Reception class are settled and happy to be in school. Systems to encourage regular attendance are excellent and, as a result, pupils' attendance is high.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Although the school has maintained above average attainment since the last inspection, the new headteacher has a very clear vision for further improvement and this is shared by all members of the school community. There is a strong commitment from all staff to take on new ideas to continue to improve the quality of teaching to further raise attainment. Monitoring is embedded well and effective, and ensures that pupils make good progress, but the collection of evidence to support teachers' assessments of pupils' work is not always cross referenced to pupils' books and well annotated with dates.

Members of the governing body are very supportive and regularly spend time in school. Procedures to safeguard pupils are good and ensure pupils feel extremely safe in school. The governing body has a good understanding of the key improvement priorities and offers good levels of challenge to the school through effective committees. The governing body uses pupils' test and assessment data well to identify the areas for improvement. School policies are monitored regularly and kept up to date.

The school makes a good contribution to community cohesion through effective local partnerships. There is a very well established link with another school located in an area which is very different culturally. Pupils from the two schools enjoy working together and learning about cultures different to their own. The school's work in ensuring that pupils of all abilities and backgrounds have good opportunities for development, and in tackling discrimination, is good. Monitoring systems are in place to check on the progress made by different groups of pupils and all groups generally perform equally well. The effectiveness of the school's engagement with parents and carers is outstanding. Excellent communication is in place through letters and the virtual learning environment and parents and carers are regularly consulted on various topics, such as homework. The school responds very well to comments and suggestions from parents and carers.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account:	
The leadership and management of teaching and learning	2
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	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

In the Reception class, children make good progress and achieve generally good outcomes, although writing is not as strong as the other areas of learning. Provision is good; learning activities are exciting and capture the children's interest and imagination well. For example, in one lesson observed during the inspection, the children were excited to learn a new rhyme. The purpose of the activity was to help the children to listen to and identify the first sound in a familiar word. The children enjoyed the activity and concentrated very well.

Good leadership ensures a consistent approach and highly effective induction procedures are in place. As a result, children are happy, settled and adjust to their new environment extremely well. Children with special educational needs and/or disabilities are given good support and early intervention is put in place to ensure that they make good progress. Well-planned and resourced activities, particularly in the classroom, enable children to learn independently through play. The outdoor environment is very small and so not quite as effective in promoting learning. Children's achievements are recorded and checked to ensure that they make good progress, but the collection of this evidence is not always sharply focused, so that any gaps in learning can be identified more quickly.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are highly positive about the work of the school. Their responses show that they are pleased that their children are happy, safe and enjoy coming to this school. Parents and carers say that the teaching is good and the school is led and managed effectively. A small minority of parents and carers feel that their child is not making enough progress. The inspection found that pupils make good progress in their learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Orrishmere 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 inspection team received 109 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	67	34	31	0	0	0	0
The school keeps my child safe	82	75	24	22	1	1	1	1
The school informs me about my child's progress	60	55	45	41	3	3	0	0
My child is making enough progress at this school	51	47	47	43	7	6	0	0
The teaching is good at this school	68	62	39	36	0	0	0	0
The school helps me to support my child's learning	58	53	45	41	4	4	0	0
The school helps my child to have a healthy lifestyle	60	55	45	41	2	2	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)	54	50	51	47	1	1	0	0
The school meets my child's particular needs	50	46	50	46	5	5	0	0
The school deals effectively with unacceptable behaviour	41	38	52	48	4	4	2	2
The school takes account of my suggestions and concerns	41	38	55	50	3	3	0	0
The school is led and managed effectively	58	53	45	41	2	2	0	0
Overall, I am happy with my child's experience at this school	71	65	35	32	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



14 September 2011

Dear Pupils

Inspection of Orrishmere Primary School, Cheadle SK8 5NW.

Thank you very much for the warm welcome you gave the inspectors when we inspected your school. We were impressed with your good behaviour and excellent attendance at school. Thank you for talking to us freely and giving your opinions in the questionnaires; you are clearly proud of your school and inspectors agree with your opinions.

You have an excellent understanding of how to keep yourselves safe and you feel very safe in school as the result of the outstanding care, guidance and support you receive from all staff. The staff in your school also have an excellent relationship with your parents and carers. We judged that Orrishmere is a good school. You receive good teaching which ensures that you make good progress and you achieve above average standards in English and mathematics by the time you leave Year 6.

The following area for improvement is to help your school become even better.

- Senior leaders should help you to achieve even higher standards in your work, particularly in writing, by:
 - setting higher targets, especially for those pupils who learn quickly
 - identifying precisely what you need to learn next
 - giving you more opportunities to assess your own work
 - improving how work is collected to assess how well you are doing.

You can help by continuing to work hard and by keeping up the excellent attendance.

Yours sincerely

Andrée Keddle
Lead inspector

