

Orleton CofE Primary School

Inspection report

Unique Reference Number	116836
Local Authority	Herefordshire
Inspection number	379310
Inspection dates	14–15 September 2011
Reporting inspector	Mark Sims HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Bev Jenkins
Headteacher	Matthew Dunkerley
Date of previous school inspection	19 March 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 14 lessons taught by 9 teachers. Inspectors also held meetings with the headteacher, staff, members of the governing body, pupils, and the school's improvement partner. They observed the school's work and looked at a wide range of documentation including safeguarding documents, improvement plans, progress reports, minutes of governing body meetings and records of pupils' progress. Inspectors analysed questionnaires from 88 parents and carers and took account of pupil and staff questionnaires.

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

- How much progress are pupils making at each key stage?
- How well does the school promote literacy (and particularly writing) throughout the curriculum?
- What is the quality of the provision for numeracy in the Early Years Foundation Stage and Key Stage 1?
- What is the quality of provision for different groups, including the progress of higher attaining pupils, pupils with special educational needs and/or disabilities and boys and the impact of monitoring their progress?

Information about the school

Orleton is smaller than the average primary school. Almost all pupils are White British. Very few pupils speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is broadly average although the proportion of those with a statement of special educational needs is very low. The proportion of pupils known to be eligible for free school meals is also very low although pupil mobility is higher than the national average.

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

The school is providing a satisfactory quality of education. 'Pupils' attainment is above average but their progress is satisfactory overall because although pupils get off to a good start in the Early Years Foundation Stage this is not subsequently built upon. Teaching in Key Stage 1 and 2 does not sufficiently challenge pupils to go on do as well as they could by the end of Key Stage 2 given their high level of attainment already achieved by Year 1.

Pupils make satisfactory progress throughout Key Stage 1 and 2 so that by the time they leave Year 6, standards in English and mathematics are above the national average. Evidence from the school's data and external monitoring indicates that pupils who are currently in school are also making satisfactory progress. In the previous year's validated Key Stage 2 tests, while attainment overall was above average, not as many pupils as expected achieved the highest level expected in English and mathematics. In the most recent unvalidated results the proportion of pupils attaining the highest level in writing was low. There has, however, been a rising trend overall in attainment in English and, particularly, mathematics where the school has made a concerted effort to raise standards. The quality of provision for numeracy is satisfactory in Early Years and Key Stage 1.

Although the school regards teaching as consistently good, lessons seen during the inspection varied in quality. The progress pupils have made over time and their learning seen in lessons indicates that is satisfactory overall. In the very best lessons, teachers encourage pupils to think independently and work together in groups on work that has been planned to meet different needs, but in other instances the pace of learning is slow. In these instances, there is too much whole-class teaching where teachers spend too long speaking from the front and taking responses from volunteers, which leaves others passively listening. The good curriculum ensures pupils have a wide range of experiences in lessons and through after-school clubs and activities. However, monitoring the uptake of these by different groups is at an early stage of development and extended writing opportunities for higher attaining pupils are more limited. Consequently the school has satisfactory capacity to improve further.

Orleton has some outstanding features, however, not least the excellent care, guidance and support it gives to pupils. The headteacher's leadership of pastoral care, together with the provision for pupils' well-being and personal development, are exemplary and consequently he is held in very high esteem by parents, pupils,

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staff and the wider community. As one parent said, summing up the views of many others, 'Our son loves coming to school every day.' Parents are overwhelmingly positive about the school and the excellent provision for community cohesion. The very good relationships are a significant strength of the school. A member of staff said, 'It is a happy and friendly place to work in.'

Pupils agree that they feel safe and secure at school and almost all are confident that they could report an incident to responsible adult and know that it will be dealt with. They have an outstanding knowledge and awareness of the importance of healthy lifestyles, both in eating and in sport. They also make an excellent contribution to the school and wider community through their responsibilities, fund raising and activities beyond school. Their spiritual, moral, social and cultural development is also outstanding.

The overall effectiveness in the Early Years Foundation Stage is good. It is well led, and teaching and outcomes are good. Children join the Early Years Foundation Stage with skills and knowledge in line with the expected level for their age. They get off to a good start so that by the time they start Key Stage 1, their attainment is above average.

Leading by example, the headteacher has a strong commitment to the promotion of equality of opportunity, particularly for vulnerable pupils and consequently those with special educational needs and/or disabilities make good progress, which is higher than that for the school as a whole. There remain some gaps between the attainment of boys compared to the attainment of boys nationally, particularly in writing and the school is striving hard to narrow this gap. The leadership and management of teaching are satisfactory because, although the school collects detailed data on the progress of pupils, the rigour with which this is evaluated is limited. Consequently, teachers are not sufficiently challenged by senior leaders over the rate of progress pupils make in their lessons and feedback by senior leaders focuses on the quality of teaching. Not all senior leaders are sufficiently involved in the monitoring of teaching. The quality of the school's self-evaluation is satisfactory. Senior leaders have an over-generous view of the impact of leadership and management and teaching on achievement. The school provides satisfactory value for money.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the rate of progress pupils make in Key Stages 1 and 2, by ensuring that:
 - leaders' analysis and evaluation of pupils' progress is rigorous and identifies the most important steps forward

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- feedback to teachers focuses on pupils’ learning and the progress they make in lessons
 - more opportunities are provided for writing across the curriculum, particularly for higher attaining pupils.
- Ensure that teaching is consistently good by:
- sharing more widely the best lessons in the school
 - involving other senior leaders and coordinators more in the monitoring of teaching
 - systematically providing for the needs of different groups in lesson planning
 - giving pupils more opportunities to work independently and take responsibility for their own learning.

Outcomes for individuals and groups of pupils

3

In lessons seen during the inspection, the quality of learning of pupils was often good, but evidence from the school’s monitoring of current pupils’ progress over time indicates that, overall, they have made satisfactory progress. In the best lessons, where their learning is at least good and occasionally outstanding, pupils are involved in their own learning through planned opportunities for them to work together and find out things for themselves through investigations. The pace of learning dips in lessons where these opportunities do not exist and learning is more passive. Most pupils show a keen interest in their lessons and are willing to respond through answering and asking questions, but a few pupils, particularly higher attaining ones, switch off if they are not sufficiently stretched in their learning.

Pupils get on very well with adults and with each other. There is a friendly atmosphere in lessons and in group tasks pupils are willing to help and support one another. Almost all pupils enjoy coming to school and in lessons they respond particularly well to practical tasks and group activities. They are very willing to take on additional responsibilities around the school and through the school council. Pupils show a very high level of concern for, and interests of, others in the local community, nationally and worldwide, strengthened through the links with other schools. Although the behaviour of many pupils is outstanding, where the pace of learning in some lessons slows, some younger pupils become restless. The level of attendance is above average and the rate of persistent absence is particularly low. Pupils are secure about the next steps in their education and, overall, demonstrate they have good skills in literacy, numeracy and information and communication technology.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning

3

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Taking into account:	2
Pupils' attainment ¹	
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	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

In the best lessons, teachers plan well for the needs of different groups by setting clear objectives based on pupils' starting points. Teachers' subject knowledge is good and they use a variety of ways of working to keep pupils focused. The pace of learning is brisk and pupils have a clear idea of the intended outcome of the lesson. Teachers consistently show a positive attitude towards pupils. The best questioning is aimed at a range of pupil abilities and challenges pupils of all levels to respond. However, teaching overall is satisfactory because there is insufficient variety in planning for different groups and a narrower range of teaching styles which leads to too much teacher-talk from the front and whole-class questioning. Questions are aimed at volunteers only and pupils switch off if they find the expected responses too easy or too hard. While some teacher feedback gives pupils a clear idea of how they can improve their work, too many pupils do not know what they need to do next.

The curriculum offers pupils a wide range of subjects and activities through the regular timetable and curriculum days. This is supported by an extensive range of after-school activities to which both boys and girls respond well. The curriculum is planned to meet the needs of different groups, particularly in mathematics at Key Stage 2 where smaller teaching groups have been introduced and in literacy through the introduction of guided reading. Opportunities for extended writing activities for higher attaining pupils are more limited, however. The school offers pupils an exceptional level of care guidance and support, which is greatly appreciated by pupils and parents. In lessons, pupils with special educational needs and/or disabilities benefit from specialist support and go on to make good progress. Additional intervention and support outside of lessons supports this progress further. The

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

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school is very strongly committed to pupils who may be vulnerable and ensures that they are included in activities and feel safe. Pupils are well informed about the next steps in their education and they say they receive very good guidance and advice about the future.

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	1

How effective are leadership and management?

Senior leaders have an accurate view of how well pupils are doing through the analysis of data but this has not led to significant improvements in their rate of progress. Monitoring of teaching is regular and consistent, but teachers are not sufficiently held to account for the progress pupils in their class make. Although there is a large senior management for a small school, too much of the leadership and management is the responsibility of the headteacher.

The headteacher has established an ethos in the school where pupils' personal development and well-being can thrive and where there is an exceptional level of harmony throughout the school. Parents are overwhelmingly positive and supportive of the headteacher and school as a whole. The school's promotion of community cohesion continues to be excellent. Senior leaders know their school community well and provide opportunities for pupils to extend their knowledge and understanding of the wider world. The governing body is strongly supportive and challenging and plays a very active role in the life of the school. Partnerships are strong and play an important part in supporting pupils' learning. Safeguarding arrangements are rigorous and the school places a high emphasis on securing pupils' safety. The promotion of equal opportunities is a core value of the school and consequently some of the most vulnerable pupils do well. Safeguarding procedures are good and the school takes safety and security of its pupils very seriously as a high priority.

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

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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	1
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The leadership of Early Years Foundation Stage is good. Children are closely tracked on entry to the school and the rich learning environment both indoors and outside ensures that they get off to a good start to their learning. Children join the school at the expected level for their age in most areas of learning except in mathematics where they have already achieved higher than national expectations on entry. Children make good progress in all other areas so that by the time they leave the Foundation Stage they have literacy and numeracy skills above those expected for their age. Teachers' planning ensures all areas of learning are covered and that adults are well deployed. Procedures to assess pupil progress are very thorough and well maintained. Children's learning journeys are used effectively to record key steps in their learning. Induction procedures are comprehensive and the school engages very effectively with parents and carers.

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 of the Early Years Foundation Stage	2

Views of parents and carers

A higher than average proportion of parents and carers responded to the survey. All of those who responded said that the school keeps their children safe. The overwhelming majority said that overall they were happy with their children's experience, the school is led and managed effectively, their children enjoy school, teaching is good and their children are encouraged to lead a healthy lifestyle. A very small minority of parents and carers did not agree that their children make enough progress or that the school helps them to support their children's learning. Inspectors investigated their concerns and found that overall pupils make satisfactory progress and that the school's engagement with parents overall is excellent.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Orleton CofE 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	82	15	17	1	1	0	0
The school keeps my child safe	80	91	8	9	0	0	0	0
The school informs me about my child’s progress	51	58	33	38	2	2	0	0
My child is making enough progress at this school	59	67	23	26	4	5	0	0
The teaching is good at this school	62	70	23	26	0	0	1	1
The school helps me to support my child’s learning	52	59	32	36	4	5	0	0
The school helps my child to have a healthy lifestyle	63	72	23	26	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)	56	64	24	27	0	0	0	0
The school meets my child’s particular needs	53	60	29	33	3	3	0	0
The school deals effectively with unacceptable behaviour	55	63	27	31	1	1	0	0
The school takes account of my suggestions and concerns	54	61	29	33	1	1	0	0
The school is led and managed effectively	68	77	18	20	0	0	0	0
Overall, I am happy with my child’s experience at this school	72	82	14	16	2	2	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 are 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.



16 September 2011

Dear Pupils

Inspection of Orleton CofE Primary School, Ludlow, SY8 4HQ

You may remember that we recently came to inspect your school. I would like to thank all of you for making us so welcome and for those of you who took the time to tell us your views about the school. We have said in our report that Orleton provides a satisfactory standard of education. You have told us how safe and well looked after you feel in school and your parents and we agree with you. The school led by the example by the headteacher provides you with outstanding care, guidance and support.

The school has outstanding links with your parents who value your headteacher and your school very highly. You have many opportunities to learn about people from different backgrounds to your own in the United Kingdom and the wider world. You play your part in the way you take on extra responsibilities and show care and interest for others.

You do well in literacy and mathematics by the time you leave school at the end of Year 6, particularly those of you who find learning more difficult. You clearly enjoy coming to school regularly and are very proud of your school and the opportunities it offers in the range of subjects and after school activities.

There are the things we have asked the school to do which we think could improve the school further:

- make sure you are all making as much progress as you can, particularly in writing
- make sure all your lessons match those of the very best where you are involved in active group learning.

You can play your part by ensuring that you do as well as you possibly can in your writing. I would like to wish you every success in the future.

Yours sincerely

Mark Sims
Her Majesty's Inspector

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