

# Orton Wistow Primary School

## Inspection report

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<b>Unique Reference Number</b>	110893
<b>Local Authority</b>	Peterborough
<b>Inspection number</b>	378197
<b>Inspection dates</b>	5–6 December 2011
<b>Reporting inspector</b>	Michael Sutherland-Harper

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	309
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Parrott
<b>Headteacher</b>	Simon Eardley
<b>Date of previous school inspection</b>	20 November 2008
<b>School address</b>	Wistow Way Orton Wistow Peterborough PE2 6GF
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	5–6 December 2011
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## Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 21 lessons taught by 11 teachers. They held meetings with governors, staff and pupils. Inspectors observed the school's work and looked at: pupils' books, the school improvement plan, assessment data, monitoring and evaluation records, arrangements for safeguarding and school policies and procedures. In addition to replies from staff and pupil questionnaires, questionnaires from 121 parents and carers were received and analysed.

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

- How well are pupils progressing in English and mathematics, especially girls, higher attainers and pupils with special educational needs and/or disabilities?
- How well are teaching strategies addressing the needs of pupils at Key Stage 2?
- How effectively are leaders and managers, including governors and middle managers, monitoring and evaluating to ensure that standards are improving?
- How effectively are the school's marking and assessment strategies contributing to pupil progress?

## Information about the school

Orton Wistow Primary School is a larger than the average sized primary school. The very large majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below the national average. The proportions of pupils from minority ethnic backgrounds and of those speaking English as an additional language, are below national averages. The proportion of pupils with special educational needs and/or disabilities is above the national average. The proportion of pupils with a statement of special educational needs and/or disabilities is below the national average. The school has the International Schools Award, the National Healthy Schools Award and the Active Mark.

**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

The school provides a good quality of education. Pupils make good progress as a result of good teaching, improved monitoring and evaluation procedures and close links with parents and carers. Leaders and managers at every level, the governing body and all staff share a determination to raise attainment which is now showing good results. One parent wrote about what the school offers: 'This school does its best to address parents' concerns and is willing to change tactics and styles with regards to teaching and discipline in order to find out what works best.'

Behaviour in lessons and around the school is good. Pupil relationships with each other and adults are good. Pupils are confident that they can approach an adult about any difficulty. Pupils have a clear understanding of how to stay fit and healthy and benefit from a wide range of clubs and activities. Attendance levels are high and contribute to the good and improving rates of progress. Spiritual, moral, social and cultural outcomes are outstanding and a strength of the school. Pupils' sense of awe and wonder is reflected in high quality displays and nationally recognised school work on global links.

Pupils make good progress in the Early Years Foundation Stage. As pupils move through the school attainment improves steadily for all groups in mathematics and in English; this includes girls, higher attaining pupils and pupils with special educational needs and/or disabilities. Current levels of attainment are above average. Gaps in attainment are closing quickly because middle managers' monitoring and evaluation have improved, the curriculum is engaging and expectations are clear at all levels. Girls and boys make similar progress. Teachers' marking and assessment strategies provide effective indications to pupils about what they still need to do to improve their work but not always about how to reach the highest levels. Good teaching meets the needs of all groups of pupils well, including at Key Stage 2, but it is not yet outstanding. Teachers and leaders have not fine-tuned their use of data so that it enables rapid and precise identification of the few remaining areas of underachievement, especially for the highest attaining pupils or those who have the potential to be in this group. An improving match of work to pupil ability has increased the rate of progress but is not always precise enough to ensure more-able pupils across the school make outstanding progress.

The headteacher has focused effectively on improving attainment and moving the school forward. He is well supported by staff, including the governing body and middle managers, who are extremely proud of the school's inclusive and reflective

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nature and share a common belief that the school is getting better. Safeguarding procedures meet all current requirements and are systematically reviewed. Self-evaluation is thorough and accurate; it focuses on the many strengths of the school while also highlighting what still needs to be developed. The leadership team has made its expectations clear to staff and pupils, involved the whole community in the process of change, and improved teaching and communication so that attainment is rising steadily. As a result, the school's capacity for sustained improvement is good.

**What does the school need to do to improve further?**

- Further develop teaching and learning in order to raise attainment to the highest levels by July 2013 by:
  - refining teachers' use of data at all levels
  - ensuring that work is carefully matched to pupils' abilities and enables them to make outstanding progress.

**Outcomes for individuals and groups of pupils****2**

Pupils enter the school with levels of attainment that are broadly in line with those expected for their age group in most areas of learning. The work seen during lessons and in pupils' books across Key Stage 2 indicates that attainment is above average. All groups of pupils, including girls, higher attaining pupils and pupils with special educational needs and/or disabilities make good progress because they are carefully supported and resources are chosen well to match their interests and levels of experience. Regular pupil progress meetings and refined consultation procedures with parents and carers also ensure that the rate of improvement remains steady. Good pace and challenge, seen in most lessons have helped to improve outcomes at both Key Stage 1 and 2.

Teachers' assessment and marking procedures ensure that pupils understand how to improve and maintain good quality work. However, the match of work to pupil ability levels is not always precise enough to allow more-able or very determined pupils to make outstanding progress. Data used for teachers' planning is not refined sharply enough to highlight particular areas needing consolidation for every individual; and so attainment is above average rather than high. For example, in an outstanding Year 6 mathematics lesson, the teacher used her precise understanding of pupils' current levels to coax answers from those who were less confident; some were high flyers and some not. She convinced them that they could indeed fly past areas of difficulty.

Behaviour is good. The school code, based on a Raise Responsibility system, uses the letters PRIDE (Polite, Respect, Independent, Do Your Best, Everybody Matters). Pupils are extremely discriminating about what constitutes best behaviour; a series of ticks and crosses together in the pupil questionnaire response, showing that pupils judge behaviour against individual situations. Pupils have a good perspective on personal safety in and out of school and on internet use. Older pupils work carefully

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as play leaders and monitors. Pupils have a good understanding and take up of healthy eating, exercise and life styles but are not yet consistent ambassadors for health and safety.

Pupils have increasing opportunities to contribute to school development. The school and class councils and house captains take decisions and help to organise charity fund-raising and links with the local and global community. Workplace skills are good, especially through practical application of information and computer technology, and pupils’ improving skills in English and mathematics reinforce this picture. Wider personal qualities of teamwork, collaboration and mature interpersonal skills are strengths. Pupils respond well to enterprise education events. Spiritual, moral, social and cultural outcomes are outstanding. The strong school ethos emphasises dispositions such as courage, determination, humour and good judgement as central to everything the school does for its pupils. A highly creative environment with stunning displays has resulted in pupils’ love of the arts in its broadest sense. The school has well-established partnerships with schools abroad, giving pupils an exceptional insight into how others live and think.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	1
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Teaching is consistently good with all groups of learners engaged, including girls, higher attainers and pupils with special educational needs and/or disabilities. The great majority of teaching ensures good progress. Teachers have strong subject knowledge. Well-trained, carefully used support staff also ensure effective learning.

<sup>1</sup> 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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Imaginative teaching strategies and carefully chosen resources, including visits from 'Roman soldiers and Viking warriors', have especially helped to move attainment forward at Key Stage 2. In the best lessons, teachers' planning is clear and questioning is focused to identify precise tasks for each pupil and which skills those tasks are intended to fine-tune, but this approach is inconsistently used. In an outstanding lesson for a Year 3 and 4 class reflecting on their theme day, pupils exchanged high quality, closely timed views with the teacher and each other; questions to individuals required and produced extended, well-thought-out answers. At present, teachers' planning does not always allow for this specific match of work to ability because the best fit is usually by broad general groups. Good teachers' assessment shows pupils what they have achieved and allows them to describe what they need to do next but the next steps are not always described precisely enough.

The curriculum is good. It appeals to pupils because it builds on their interests and curiosity, through research on themes like the Vikings and natural disasters. Cross-curricular links are established well, for example, by the use of information technology to research history, and thematic experiences like International Week and Big Art Week. The school's consistent emphasis on attitudes, called dispositions, which enhance learning in personal, social and health education impacts well on pupils' spiritual, moral, social and cultural skills. Enrichment opportunities, like visits to museums, are a strength of the curriculum. Carefully selected resources and approaches make learning attractive and this has a positive impact on pupil attainment.

Care, guidance and support are good. The school regards parent/carer and child as one; staff have built very good relationships and provide excellent support for families. Child protection procedures meet all requirements. They provide good support for those who are potentially vulnerable, including increased use of focused learning mentors. Pupils with individual education plans are carefully guided and those with special educational needs and/or disabilities have early morning sensory sessions and are well cared for. The school is an inclusive community. Transitions into and out of the school are thorough and handled well. Safeguarding procedures and support systems, including pupils helping each other, ensure that pupils feel safe and happy in school. Attendance is closely monitored to ensure that the present high levels continue.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

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Leadership and management are good. The headteacher has a clear vision of the school as a place where pupils are enriched by their learning and the wide range of extra opportunities. He has worked effectively to develop the senior leadership team and to increase expectations of subject leaders and middle managers, who are now fully engaged with the process of improving attainment across the school, including through some very strong practice at Key Stage 2. Communication, monitoring and evaluation and collection of data have all moved on so that now, leaders and managers at all levels, including governors and middle managers, have a more complete picture of what needs to be improved and what is working well. Teachers’ use of data is not yet sufficiently refined to facilitate the more-able pupils’ access to the highest levels in greater numbers. All members of the school community are very supportive of each other and share a common belief that the school is moving forward more rapidly.

Engagement with parents and carers is outstanding. Many are closely involved in the school’s work and readily share their interests and skills, including via a thriving Parents’ and Friends’ Association. Extended schools provision is carefully tailored to family needs. Parents and carers praise the recent high quality consultation evenings based on a secondary school time-allocated system. Good partnerships, which include local schools and businesses, help the school provide effective services which might not otherwise be available. The school takes pride in being a single community where each individual matters. As such, there is no discrimination and opportunities are made available to everyone, including parents and carers. Gaps in outcomes for individuals are closing quickly. School resources are used effectively to deliver good outcomes and ensure good value for money.

The effectiveness of the governing body is good. Governors bring a wide range of individual skills to their roles; they are visible in the school and have increased the level of challenge they offer to the school. They are very supportive of its work, enjoy good links with parents and carers and are single-minded in their belief that the school can continue to improve. The governing body ensures that pupils are safe and that all staff are regularly trained in appropriate safeguarding procedures. Safeguarding meets all government requirements.

Community cohesion is good and developed especially well at the local and global level. The school has effectively audited its provision and has an action plan in place. The school has a good understanding of its social, economic and religious context and has begun the process of developing links with another area nationally so that pupils can see their education in relation to the rest of the country.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2



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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. Children make good progress from broadly average attainment on entry as a result of teachers’ careful planning and work that is increasingly focused to match pupil abilities. Since the last inspection, outcomes have been above age-related expectations for the majority of pupils; however some pupils have arrived with lower than expected writing skills and this has caused some dips in attainment. Excellent teaching of phonics and writing is paying dividends as pupils become increasingly confident in sounding out words and in early writing. Good use is made of outdoor space, especially for early writing. Provision to capture children’s ideas and interests is good, as in the prompt arrival of Santa’s sleigh bells at their requests.

Behaviour and attendance are excellent. Children’s relationships with each other and with adults are developed well. Children share responsibility by packing away sensibly. The rich, inspiring curriculum includes a strong shared focus on learning numbers and letters. Ongoing observations are carefully used to guide planning by a strong team of teachers and nursery nurses. Children’s progress is increasing because of the teachers’ focus on swifter support for them; smaller groups; and work better tailored to their needs. Strong relationships with parents and carers support learning effectively. Assessment is ongoing and classrooms are attractive learning areas. The Early Years Foundation Stage is well led and managed with a strong emphasis on safety and care.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

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## **Views of parents and carers**

A higher than usual proportion of parents and carers replied to the questionnaire. They are unanimous that their children enjoy school. The vast majority feel the school keeps their children safe and helps them to have a healthy lifestyle; that the school is led and managed effectively; and that teaching is good. The very large majority of parents and carers state that their children are making good progress, are well prepared for the future and that the school deals effectively with unacceptable behaviour. A very small minority felt the school does not deal effectively with unacceptable behaviour. Inspectors found that behaviour is good in classes and around the school and that effective behaviour management systems are in place.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Orton Wistow 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 309 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	89	74	32	26	0	0	0	0
The school keeps my child safe	101	83	19	16	0	0	1	1
The school informs me about my child’s progress	84	69	36	30	0	0	0	0
My child is making enough progress at this school	80	66	36	30	4	3	0	0
The teaching is good at this school	87	72	32	26	1	1	0	0
The school helps me to support my child’s learning	86	71	32	26	0	0	0	0
The school helps my child to have a healthy lifestyle	76	63	44	36	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)	61	50	50	41	1	1	0	0
The school meets my child’s particular needs	73	60	44	36	2	2	0	0
The school deals effectively with unacceptable behaviour	65	54	48	40	2	2	3	2
The school takes account of my suggestions and concerns	59	49	58	48	2	2	1	1
The school is led and managed effectively	72	60	48	40	1	1	0	0
Overall, I am happy with my child’s experience at this school	82	68	38	31	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	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



7 December 2011

Dear Pupils

**Inspection of Orton Wistow Primary School, Peterborough PE2 6GF**

I am writing to thank you for the cheerful welcome you gave us when we visited your school recently. We enjoyed meeting and talking to so many of you, watching you prepare for your Christmas play and seeing how well you are progressing with your work.

Here are some of the best things that we found about your school.

- You are well taught and as a result you make good progress with your work.
- You are well behaved. You look after each other and have a clear sense of right and wrong.
- Your understanding of the world around you is well developed through a creative curriculum, wonderful displays and links with countries like China.
- Your parents and carers have very close links with the school.

To help your school to be even better, we have asked the school to make sure that:

- you always have work to do which is well matched to your needs so that you can improve quickly and become the best possible learners
- the results from your tests and marked work are used carefully to identify what you need do next to best advance your learning.

You can help your school to develop by always telling your teachers what helps you to learn best and if you get stuck in any areas of work.

Yours sincerely

Michael Sutherland-Harper  
Lead inspector

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