

Inspection of a good school: Orgill Primary School

Southey Avenue, Orgill, Egremont, Cumbria CA22 2HH

Inspection dates:

26 and 27 January 2022

Outcome

Orgill Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and proud to belong to the Orgill family. From the moment they arrive in school, they are keen to get on with all that the day has in store. Pupils feel safe in school. They told the inspector that if they have any concerns, staff will listen to them and make everything better.

Pupils know that staff care deeply about their well-being and will notice when things are not quite right. Pupils said that bullying of any sort is not acceptable. If bullying does happen, leaders quickly sort it out and make it stop.

Leaders and teachers want the best for pupils. They expect pupils to be kind, show respect to each other and work hard. Pupils strive to go above and beyond these high expectations. They wear their 'over and above' lanyards with great pride. Pupils behave well. They grow in confidence and blossom as they move through the school.

Pupils benefit from a variety of additional activities and clubs that enrich their learning across the ambitious curriculum. Pupils were keen to talk about their musical performances, trips to the forest and a recent visit to the theatre. Older pupils are self-assured and ready for the next stage of their education.

What does the school do well and what does it need to do better?

Governors, leaders and staff share a common vision for Orgill Primary School. They want every pupil, including those with special educational needs and/or disabilities (SEND), to thrive academically and personally. To achieve this, leaders have designed a well-organised curriculum that is firmly rooted in the expectations of the national curriculum.

In all subjects, leaders have identified the most important knowledge that they want pupils to learn. They have set out clearly the order that they want pupils to learn it in. This means that pupils in all year groups, including children in the early years, are building on what they already know. For example, in mathematics, older pupils used their

knowledge of simplifying fractions when being introduced to ratios. Pupils, including those with SEND, achieve well.

Teachers have strong subject knowledge, and they deliver curriculums well. They check on pupils' understanding of curriculum content and correct any confused thinking. Teachers use this information effectively when deciding whether to revisit learning or move on to more complex content.

In most subjects, leaders check regularly how the curriculum is being delivered and how well pupils are learning and remembering important knowledge. However, in a small number of subjects, leaders are not as assured that the curriculum is helping pupils to gain the knowledge that they need. In these subjects, leaders are not clear if teachers make the best use of assessment information and that pupils achieve as well as they should.

Many children join the early years when they are two years old. They settle quickly into school routines. Children in the Reception class have regular reading and mathematics lessons. Through carefully structured activities, pupils are gaining the knowledge and vocabulary that they will need to continue their learning in Year 1.

Teachers and support staff are experts at teaching reading because they are trained well by leaders. A well-structured programme sets out the order of phonics learning. Children in the early years learn their letters and sounds quickly. Staff in Year 1 and Year 2 build on this strong start. Few pupils fall behind because teachers regularly check the progress that pupils are making. If pupils do fall behind, staff provide additional support so that pupils can catch up quickly. Teachers ensure that the books pupils read are matched appropriately to the sounds that they know. Parents and carers are highly positive about the strong start that their children make in learning to read.

Older pupils follow a well-structured programme to develop their vocabulary and comprehension. They are eager readers. Pupils talked confidently and excitedly about the stories that they enjoy and the wide range of authors that they have read. Across the school, there is a buzz about books.

Children in the early years learn quickly how to concentrate and listen attentively. Older pupils build well on these skills. They continue to develop positive attitudes that help them to learn effectively. Everyone behaves well. Learning is free from disruption.

Leaders are ambitious for pupils with SEND. Teachers are skilled in identifying the precise needs of this group of pupils and what help they need to keep up with their learning. Pupils with SEND learn alongside their friends in the classroom. They learn the same curriculum as everyone else. Occasionally, skilled staff provide additional bespoke support for pupils.

Through the wider curriculum, pupils develop a solid understanding of the differences between people in modern Britain. They understand that others may have different cultures and beliefs. Pupils know that families can differ. Most importantly, pupils have respect and tolerance for these differences.

All staff are proud to work at the school. They value the support from leaders to hone their professional skills. This is particularly the case in reading, where they enjoy the opportunity to share their expertise more widely. Staff know that leaders are mindful of their workload. Leaders consider workload in any decisions that they make.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive up-to-date safeguarding training. Staff keep a close eye on pupils. They act quickly to alert leaders when they spot concerns. Leaders use this information effectively. They ensure that specialist staff in school, or relevant external agencies, provide support for vulnerable pupils and their families when they need it.

Through the curriculum, pupils learn to recognise risk and keep themselves safe in a variety of situations. They know how to stay safe online. Pupils were particularly knowledgeable about healthy relationships and the dangers of peer pressure.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, leaders are not clear about how effectively teachers use assessment information. Leaders do not know if the curriculum is helping pupils to gain the important knowledge that they need for future learning. Leaders should ensure that they check that pupils learn the knowledge that they need in these subjects so that pupils achieve as well as they should across the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	131443
Local authority	Cumbria
Inspection number	10211012
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	293
Appropriate authority	The governing body
Chair of governing body	Fiona Thompson
Headteacher	Julie Irving
Website	www.orgill.cumbria.sch.uk
Date of previous inspection	15 November 2016, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, there have been changes to the leadership structure of the school to include a deputy headteacher and two assistant headteachers.
- In October 2018, the school was designated as one of the 34 English hub schools selected by the Department for Education for their expertise in teaching reading.
- The school has provision for two-year-old children.
- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During the inspection, the inspector held meetings with the headteacher and other senior staff, as well as three members of the governing body, including the chair of governors. The inspector also spoke to a representative of the local authority.
- The inspector observed pupils reading to a familiar adult.

- The inspector carried out deep dives in early reading, mathematics and history. This involved talking to pupils about their learning in these subjects, visiting lessons and discussing curriculum plans with subject leaders. The inspector also spoke to the subject leaders for design and technology, physical education and modern foreign languages.
- The inspector observed pupils' behaviour throughout the school day. He also spoke to pupils about behaviour.
- The inspector spoke to several parents in the schoolyard. He considered responses to Ofsted Parent View, including the free-text comments. The inspector also considered responses from Ofsted's staff and pupil questionnaires.

Inspection team

Garry White, lead inspector

Her Majesty's Inspector

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