

Inspection of a good school: Orton CofE School

Orton, Penrith, Cumbria CA10 3RG

Inspection date: 14 June 2022

Outcome

Orton CofE School continues to be a good school.

What is it like to attend this school?

Pupils, parents and carers and staff all describe Orton CofE School as a happy place. The school's motto, 'a happy place to learn, grow and thrive' certainly rings true. Pupils get on well with their teachers and enjoy spending time with their friends.

Leaders and staff are ambitious for all pupils. They want them to do well academically, and to benefit from a broad and engaging range of learning opportunities and experiences. Pupils, including children in the early years, work well in class and take pride in their work. Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Staff have high expectations of pupils' behaviour. Pupils live up to these expectations well, treating each other with kindness and respect. On the very few occasions that incidents of bullying and name-calling do happen, pupils trust adults to sort these matters out quickly.

There are lots of activities to develop pupils' interests and talents beyond the school day. Pupils speak with enthusiasm about the residential trips that they have been on. More recently, they also enjoyed taking part in a major singing event.

Pupils value the attractive school grounds, particularly the areas for gardening, sports and quiet reflection. They enjoy taking part in community events, such as the local scarecrow festival.

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

Leaders have developed a broad and engaging curriculum. The curriculum is developed well in most subjects and is ambitious for all pupils, including those with SEND. Mostly, subject curriculums make it clear to teachers the important knowledge that pupils need to learn, and the order in which they need to learn it. As a result, teachers ensure that pupils' knowledge builds logically from the early years to Year 6.

However, in a small number of subjects, the curriculum is not as well developed and leaders are still in the process of finalising their curriculum thinking. Pupils' learning in these subjects builds less effectively on what has come before.

Reading has a high profile in the school. Pupils are keen to show visitors the welcoming new library area. Teachers promote reading effectively and leaders have ensured that pupils have access to a wide range of books. Most pupils become confident readers. They talked about their favourite books and authors with enthusiasm.

Leaders have introduced an effective phonics and early reading curriculum. Teachers make sure that the youngest children in the early years start by developing their awareness of different sounds. Children in the Reception class, and pupils in key stage 1, learn phonics every day. They systematically build their knowledge of letters and sounds. However, at times, the books that some pupils are asked to read do not match the sounds that they know closely enough. As a result, pupils find these books too difficult. This hinders these pupils from building fluency and confidence in reading as quickly as they should.

Pupils with SEND are identified quickly and effectively. Teachers make suitable adaptations to ensure that this group of pupils access the same curriculum as their peers. Leaders work well with parents and other professionals to make sure these pupils receive the help they need to achieve well in school.

Leaders have recognised the importance of raising pupils' awareness of diversity in society. Pupils learn about different cultures and religions. They take part in events and activities beyond their local area. Pupils have a good understanding of fundamental British values. For example, they enjoyed taking part in celebrations with the wider community to celebrate the platinum jubilee. Leaders see the provision of activities to enrich the curriculum as a key priority. Pupils benefit from a wide range of residential visits, trips and visitors. Pupils enjoy representing their school in local sports competitions.

Pupils behave well throughout the day. They listen well to their teachers and classmates and are polite and friendly. Pupils' thoughtful behaviour and sensible attitudes make a positive contribution to learning throughout the school.

Governors know the school well. They challenge school leaders to ensure that the school continues to improve. Leaders and governors think about the well-being of staff when they make decisions about the school. Staff are happy that their views are listened to and their workload considered.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a strong safeguarding culture at the school. Staff and governors receive regular safeguarding training. They know what to do if they have any worries about a pupil's welfare. Leaders raise concerns with agencies quickly when

required. This ensures that pupils and their families get the support that they need in a timely manner.

Pupils learn how to keep themselves safe. This includes knowing how to stay safe online and learning to swim with confidence. Pupils know who to speak to if they have any worries. They are confident that staff will support them to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not finalised the key knowledge that they want pupils to learn and when they want them to learn it. This means that pupils cannot build new learning confidently on what has come before. Leaders should ensure that teachers are clear about the most important knowledge that pupils should learn. Leaders should check that this knowledge is being taught as planned.
- At times, the books that pupils use to practise their reading are too difficult. This hinders some pupils in becoming fluent readers quickly enough. Teachers should ensure that the books that pupils read are matched well to the sounds that they know.

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 the school to be good in February 2013.

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	112419
Local authority	Cumbria
Inspection number	10226205
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	The governing body
Chair of governing body	Richard Petty
Headteacher	Emma Pomfret
Website	www.ortoncofeprimary.co.uk
Date of previous inspection	28 March 2017, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England school. The most recent section 48 inspection took place in March 2022.
- The school runs a breakfast- and after-school club that are managed by the governing body.
- The early years provision consists of a mixed Nursery and Reception class.
- Leaders do not make use of alternative provision.

Information about this inspection

- This was the first routine inspection at the school since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, subject leaders and the special educational needs coordinator.
- Inspectors spoke to members of the governing body and to representatives of the local authority and diocese.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at examples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects and looked at further examples of pupils' work.
- Inspectors made checks on leaders' records for safeguarding and staff recruitment and spoke to staff about the procedures for safeguarding pupils.
- Inspectors observed pupils' behaviour in classrooms and around school, including in the breakfast club and at breaktimes and lunchtimes.
- Inspectors considered the views of parents through the responses to Ofsted Parent View, which included some free-text responses. An inspector also spoke informally with parents at the school gate. Inspectors also considered the responses to the staff and pupil surveys.

Inspection team

Neil Dixon, lead inspector

Ofsted Inspector

Andy Hunt

Ofsted Inspector

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