

# Inspection of Orston Primary School

Church Street, Orston, Nottingham, Nottinghamshire NG13 9NS

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Inspection dates: 17 and 18 January 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Outstanding

## **What is it like to attend this school?**

Pupils in this school are happy and positive about all aspects of school life. Teachers have high expectations of pupils. Pupils respond well to these expectations. They behave exceptionally well. They support and help each other. They actively demonstrate the school's values to be 'Awesome in Orston'.

Teachers foster good relationships with parents and the local community. Parents appreciate this. They speak positively about the nurturing environment at the school. They say that the school feels like a family. They value the care that teachers show towards their children.

Pupils feel safe at the school. They know that bullying is wrong and say that it is not something that happens often. Pupils can use classroom worry boxes if they have any concerns. They believe their teachers deal with any problems quickly and fairly.

Pupils learn about diversity and understand that it is fine to be different. They understand British values. Leaders have planned the curriculum to support pupils to become confident and ready to take their place in the wider world. Pupils enjoy the opportunities they get to take on roles such as diversity champions, ambassadors, and house captains.

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

Leaders have recently revised the curriculum. They have planned a curriculum that is ambitious for all pupils. They have identified the knowledge and vocabulary that pupils need to learn in all subjects. They have thought carefully about the order in which teachers should present new learning. This curriculum is in place for all subjects and in all classes, including the foundation class. Leaders intend that the curriculum that they have planned will prepare all pupils well for their next steps in education.

In some subjects, such as mathematics and science, teachers plan interesting and engaging activities that support pupils to learn well. They present knowledge clearly. In some other subjects, this is not the case. In some lessons, teachers plan activities that do not help pupils learn the knowledge they need to progress.

Teachers ask pupils questions to check their understanding and to recap what they have learned. Pupils recognise that this helps them to learn and to remember what they have learned. Teachers regularly check what pupils have learned. They use what they find out from these checks to plan the next steps.

All pupils, including those with special educational needs and/or disabilities (SEND), have the same opportunities to take part in all learning activities. Teachers and teaching assistants support pupils individually when they need extra help. Teachers provide extra challenge when pupils progress quickly. Pupils say that they enjoy this.

Teachers encourage pupils to talk with each other about their learning. For example, in mathematics lessons pupils take opportunities to discuss their reasoning with their partners. They do this confidently. In their books, pupils' work is of high quality.

Leaders have planned a reading curriculum that supports children to quickly learn to read and to promote a love of reading for all pupils. Children in the foundation class learn phonics every day as soon as they start school. This prepares them very well for the next stage. Pupils read from books that are well-matched to the sounds they are learning. As a result, pupils develop quickly as readers. Teachers use a range of strategies to help those who fall behind to catch-up quickly. Older children enjoy lots of opportunities to read at school. They are passionate about the stories they read.

Pupils behave very well in lessons. Relationships between pupils and members of staff are very positive. Pupils are polite and respectful to each other. Pupils know the school's five core values: to be curious, caring, resilient, ambitious and have integrity. They earn rewards for demonstrating these values. Pupils say that incidents of poor behaviour are rare in school, but when it happens, it is dealt with fairly.

Pupils are very well prepared for life in modern Britain. Leaders have planned a curriculum and a range of activities to support pupils' personal development. Pupils learn about diversity, different faiths, and British values. They learn how to stay healthy. They have opportunities to learn about finance and budgeting through the 'Fiver Challenge' enterprise project. There is an active school council made up of pupils elected by their peers in key stage 2. However, there are limited opportunities for pupils to develop their talents and interests through extra-curricular activities.

Leaders and governors are very mindful of the well-being of the staff. Staff say that they feel well-supported. Leaders recognise the importance of communication with parents. Parents say that they feel part of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Staff are well trained and know how to deal with any concerns they have. Leaders take all concerns seriously and act quickly and appropriately to ensure pupils are kept safe.

The school is a tight-knit community. Leaders and staff know the pupils and their families well. They provide support where it is needed. When needed, leaders make effective use of external agencies.

Pupils say they feel safe in school. They learn how to keep themselves safe, including online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In some foundation subjects, teachers plan activities that do not support learning of the planned curriculum. These activities do not help pupils learn the knowledge they need to progress. Leaders need to ensure that teachers plan lessons that help pupils learn the precise knowledge identified in the curriculum.
- Pupils have access to a limited range of extra-curricular activities. They say that they would appreciate a greater choice. Leaders should try to provide a wide range of opportunities to develop pupils' talents and interests.

## 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.

## 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

<b>Unique reference number</b>	122668
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10254807
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	160
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Charlotte Walters
<b>Headteacher</b>	Nikki Crosby
<b>Website</b>	<a href="http://www.orston.primarysite.net">www.orston.primarysite.net</a>
<b>Dates of previous inspection</b>	11 and 12 May 2010, under section 5 of the Education Act 2005

## Information about this school

- The headteacher was appointed in January 2021.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received 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 met with the headteacher, assistant headteachers and other curriculum leaders and teachers.
- The lead inspector met with the chair of the governing body and 2 other members of the governing body.
- The lead inspector spoke to a representative of the local authority.

- Inspectors carried out deep dives in these subjects: reading, mathematics and science. 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 samples of pupils' work. The lead inspector observed some pupils reading to a familiar adult.
- Inspectors also looked at curriculum plans and some samples of pupils' work for a wider range of subjects.
- Inspectors considered the responses to parent, staff and pupil surveys.
- Inspectors spoke with pupils and parents to hear their experiences of the school.
- The lead inspector evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.

### **Inspection team**

John Spragg, lead inspector

His Majesty's Inspector

Jackie Thornalley

Ofsted Inspector

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