



Orton Wistow Primary School

Inspection Report

Unique Reference Number 110893
LEA PETERBOROUGH CITY OF PETERBOROUGH LEA
Inspection number 278549
Inspection dates 13 October 2005 to 14 October 2005
Reporting inspector Mr. Godfrey Bancroft LI

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

Type of school	Primary	School address	Wistow Way
School category	Foundation		PE2 6GF
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01733370646
Number on roll	311	Fax number	01733371116
Appropriate authority	The governing body	Chair of governors	Mrs.S Highfield
Date of previous inspection	Not applicable	Headteacher	Mrs. E Norfolk

Age group 4 to 11	Inspection dates 13 October 2005 - 14 October 2005	Inspection number 278549
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Introduction

The inspection was carried out by three Additional Inspectors over a period of two days.

Description of the school

Orton Wistow is a large primary school. The socio-economic circumstances of the community are favourable. The percentage of children eligible for free school meals is low. The percentage of children with learning difficulties and the percentage with statements of special educational need is low. The majority of children are of White British heritage. About 10% are from other backgrounds, with a few speaking English as an additional language. The number of children who join and leave the school in each year is relatively high. The school is currently being led by an acting headteacher. A permanent headteacher has been appointed and will start in January 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors judge that Orton Wistow Primary is a good school and agree with the school's evaluation of its own performance. Children from all backgrounds and of all abilities do well because teaching and learning are good. Those with special educational needs do very well. Provision for children in Reception Year is good and by the end of Reception their standards exceed those expected. By the end of Year 6 standards are typically considerably above average and improved last year, particularly in mathematics and science. There are some outstanding features to pupils' personal development and well-being. Children are very confident and enthusiastic learners and the school has effective procedures for ensuring they are safe at all times. The curriculum is good and there is a good range of additional activities to enhance children's learning. Leadership and management are good. Governors are very supportive and well-informed about the strengths and weaknesses of the school. Improvements since the last inspection are good. The issues identified at that time, to improve the use of information and communication technology and to enhance children's spiritual development, have been addressed successfully. The school provides good value for money and is well placed to improve further.

What the school should do to improve further

- Improve standards further, particularly in English. - Ensure that the evaluation of priorities in the school improvement plan is linked more closely to their impact on children's progress.

Achievement and standards

Grade: 2

Pupils' attainment on entry is above average. Children from all backgrounds and abilities do well as they move through the school. Standards, at the end of Years 2 and 6, are typically considerably above average. Children who have learning difficulties do very well. Over the last five years the school's standards have been significantly better than those found nationally. However, children in Years 1 and 2 tend to do better in reading and mathematics than they do in writing. Standards at the end of Year 6, while above average, dipped in 2004 compared to the previous year. But they improved again in 2005, although not as much in English as in mathematics and science. The school has responded well to this problem and good teaching is ensuring that standards in English are improving. Children's speaking and listening skills are good and they respond thoughtfully during discussions and when answering questions. High standards are also evident in some other subjects, such as history, music and physical education.

Personal development and well-being

Grade: 1

Provision for children's spiritual, moral, social and cultural development is good. The school has a calm, positive atmosphere. Within this nurturing environment children develop into socially adept, confident young people. They are very proud of their school and their enthusiasm for learning is reflected in their outstanding behaviour and exceptionally high attendance. Members of staff provide very good examples of how to behave and pupils quickly develop a strong sense of social awareness. They fully understand the difference between right and wrong and are very considerate towards each other. For example, at lunchtimes the Year 6 monitors help younger children to put their coats on if it starts to rain, console them if they are upset. They also help them with their reading. Art and musical activities add to pupils' cultural development. Their understanding of other ways of life and faiths is good. Spiritual development has improved and is also good. During assembly, for example, pupils learn how parents can love all their children, even though they may be different. Children know how to keep themselves safe and healthy. For instance they know why and how they should look after their teeth. There are good opportunities for children to take part in sport. They are very aware of their responsibilities in the local and wider community. Links with local businesses are strong and pupils help to raise money for local and national charities, preparing them well for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers are enthusiastic and the wide range of activities they provide meets children's needs and captures their interests very well. Teaching is also very effective in meeting the needs of those children with learning difficulties and the progress they make is very good. Learning support assistants provide good support during lessons and the teaching of basic skills in reading, writing and mathematics is good. Working relationships are very good and pupils thoroughly enjoy learning because the lessons are lively and interesting. The school uses the expertise of visiting teachers very well in subjects such as music and physical education. Some teaching is excellent, for example, in French when children sang, danced and benefited greatly from their teacher's outstanding subject knowledge. Resources are used well and teachers are confident in the use of information and communication technology to enhance children's learning. The assessment and tracking of children's progress is effective and teachers quickly notice and respond to any who are at risk of under-achieving. Teachers use the final parts of lessons well to check that children understand how well they have done. The marking of pupils' work is thorough and constructive and children clearly understand what they have to do in order to improve.

Curriculum and other activities

Grade: 2

The curriculum fully meets legal requirements. The curriculum in the reception class is good and provides good opportunities for children to choose activities for themselves as well as being guided by the staff. The school is effectively addressing the suggestions for developing the curriculum, contained in the national guidance document 'Excellence and Enjoyment'. This helps to ensure that children of all ages have many, stimulating first-hand experiences to extend their learning. It also means that children's creative and physical development is catered for very well. Topic days help to bring the curriculum alive and children thoroughly enjoy dressing up as Egyptians or famous people. There is a good range of additional activities, such as the teaching of French. Educational visits also enhance children's learning. Children in Years 3 to 6 go swimming and the school council helps to organise fund raising events for charity. Links with local industry are strong, helping to develop children's financial awareness and preparing for their future economic well-being.

Care, guidance and support

Grade: 1

The school provides very good care for all the children. The governing body has a very good range of policies to manage all aspects of provision for health and safety and ensures these are put into practice. Any issues regarding children's safety and well-being are taken very seriously and followed through. The support provided for children with learning difficulties is very good. The school has embraced fully national priorities and works effectively to ensure all children benefit from this. It provides the foundation on which children become progressively more confident and competent learners. The school works very well in partnership with parents and other agencies to ensure that children make good progress.

Leadership and management

Grade: 2

Leadership and management are good and make an effective contribution to maintaining good standards and ensuring the children's well-being. They are also central to the school's good capacity for further improvement. Teachers and other staff are very supportive of each other and work together well. The new acting headteacher has done much to ensure that, following a period of disruption to the school's leadership and staffing, morale remains high. Governors do a good job and have led the school successfully during this period of disruption. They are very supportive and knowledgeable about the school's strengths and weaknesses. The school improvement plan contains a carefully identified range of features for development, although the measures to evaluate the success of the plan are not linked closely enough to children's progress. The financial management of the school is good and governors ensure that the available resources are used well. Office and other staff work effectively to ensure the school runs smoothly on a day-to-day basis. Parents

think the school is good, although a few feel that communication about how well their children are doing could be better. The school is aware of this and is looking at ways of addressing it.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us welcome in your school and for helping us during the inspection. We think that your school is good. We know that you and many of your parents and carers think so too. We like the ways in which your teachers and teaching assistants help you to do well. The staff are also very good at taking care of you and making sure you are safe. One of the best things about your school is that you all work very hard and enjoy your learning. You are also very caring and helpful towards each other. Your headteacher, all the staff and the school governors are good at making sure that everything works well. As a result of the inspection there are some things that your headteacher and governors need to do to make your school even better. They will be trying to find more ways of helping you to do your very best in reading and writing. They will also be looking very closely to see if the things they do to improve the school are really helping you to do well and become even better learners. Well done. You can be very proud of yourselves and your school,