



Orgill Primary School

Inspection Report

Unique Reference Number 131443
LEA Cumbria
Inspection number 282211
Inspection dates 20 June 2006 to 21 June 2006
Reporting inspector Mrs Shirley Herring

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

Type of school	Primary	School address	Southey Avenue
School category	Community		Egremont
Age range of pupils	3 to 11		Cumbria, CA22 2HH
Gender of pupils	Mixed	Telephone number	01946 820234
Number on roll	232	Fax number	01946 823879
Appropriate authority	The governing body	Chair of governors	Mr Richard Smith
Date of previous inspection	1 October 1999	Headteacher	

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Orgill is an average size primary school serving an area of considerable social deprivation and all pupils are from a White British background. The number of pupils with learning difficulties and/or disabilities is above average and a high proportion have statements of special educational need. Three pupils are cared for outside the family. As it is the only one in the locality, the Nursery admits children from a wide area and many continue their education in other local schools. Children enter the Nursery with below average skills overall and social and language skills are a particular weakness. The school is being led by an acting headteacher for the term between the departure of the previous headteacher and the arrival of his successor. There is a Community Development Centre on site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Orgill is a good school in which pupils achieve well. This supports the school's own view and that of parents and pupils.

The school is led and managed well. Regular monitoring of lessons has helped to improve the quality of teaching, which is now good, and raise achievement. The thorough analysis of pupils' progress has been used effectively to raise standards, particularly in mathematics. Improvement in English is at a slower pace, partly because of missed opportunities to write consistently in other subjects.

Provision for children in the Foundation Stage is good but the large outdoor area is not yet fully utilised to extend learning across all areas and access is somewhat restricted for children in the Reception class. Children achieve well and make good progress. However, by the end of Reception, standards are below expectations, particularly in language skills.

By Year 2, standards are below average in reading and writing but above average in mathematics. This represents good progress, given the weak language skills pupils have on entering school. By Year 6, standards are broadly average in mathematics, above average in science, and close to average in English, and pupils make good progress.

Personal development is good. Initiatives such as the use of a learning mentor have helped to improve behaviour significantly since the last inspection. Attendance is improving but, despite the school's best efforts, a minority of parents do not ensure that their children attend regularly. The popular after school clubs and the excellent range of visits contribute well to pupils' learning and their enjoyment of school.

The level of care, guidance and support is good and the school is justly proud of its reputation in caring for vulnerable pupils. Provision for pupils with learning difficulties and/or disabilities is good so they achieve well. The school works closely with other professionals to provide good support for its pupils.

Good improvements since the last inspection in standards and behaviour indicate the capacity to improve further. The school provides good value for money.

What the school should do to improve further

- Provide more opportunities for pupils to practise their writing skills in subjects such as history and geography.
- Continue to work closely with the small number of parents who do not send their children to school regularly.
- Develop the use of the outdoor area in the Foundation Stage to extend learning in all areas and give greater access for the children in the Reception class.

Achievement and standards

Grade: 2

Standards are broadly average and achievement is good. Children enter the Nursery with skills that are below the usual level for their age, with weak language and social skills. Good teaching in the Foundation Stage, with a clear emphasis on developing speaking and personal skills, enables all children to achieve well and make good progress. Nevertheless, attainment in these areas is below average overall as children enter Year 1.

The school's good use of assessment information to provide additional support and challenge where needed has led to a good improvement in standards over the last three years, particularly in mathematics.

In the 2005 assessments in Year 2, standards were below average in reading and writing but above average in mathematics. This represented good achievement and progress overall, given pupils' weak language skills as they enter school.

In the 2005 national tests in Year 6, the number of pupils achieving the expected level in English was close to average, though few achieved the higher level and achievement was sound. Standards in mathematics were broadly average overall and science was above average, representing good achievement and progress overall. Strategies such as teaching pupils in smaller groups of similar ability have helped to raise standards in mathematics dramatically, from 47% reaching the expected level in 2003 to 78% in 2005, and a third of pupils achieved the higher level. However, it is taking longer to increase the number reaching the higher level in English.

Examination of pupils' current work and the school's good assessment systems indicate that pupils continue to make good progress overall.

Pupils with learning difficulties and/or disabilities receive a good level of support and they achieve well.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Relationships are very good and pupils are courteous and friendly. Pupils are highly valued by staff and this helps them to develop self-esteem and confidence. Spiritual, moral, social and cultural education is good and pupils have a good understanding of the differences between right and wrong. They have positive attitudes to work so that the school is a purposeful and happy learning community. Pupils know about and understand issues relating to bullying and racism. They behave well and enjoy coming to school. The 'buddy' and play-leader schemes help them to learn how to take care of each other. Attendance is slightly below average because a minority of parents does not ensure that their children attend regularly. However, as a result of the strategies put in place by the school, including a breakfast club, attendance is improving. Pupils learn to work safely and know about the importance of a healthy diet and exercise in leading healthy lifestyles. They make a positive contribution to the school and help to organise fund

raising activities for those less fortunate than themselves. In the Foundation Stage, children settle quickly in to school because they have well established routines and find their work exciting and stimulating.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers ensure that work is well suited to different abilities so that most pupils achieve well. Information from the school's thorough assessment systems is used well in order to plan the next stages in learning. Good questioning and regular use of talking partners are helping to develop pupils' speaking and listening skills. Teachers make good use of visits out of school and of the expertise of visitors to school to make learning relevant and exciting. Pupils are managed well so that they cooperate during lessons and sustain their concentration. Teachers mark work thoroughly and provide useful comments, which help pupils to understand what they need to do to improve. Good use is made of teaching assistants in helping to raise standards, particularly in the work of pupils with learning difficulties and/or disabilities. Individual education plans clearly indicate manageable targets for improvement so that these pupils achieve well.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad, with a clear emphasis on developing the basic skills in literacy, numeracy and information and communication technology (ICT). However, insufficient opportunities are given for pupils to extend their skills in literacy by using them consistently in subjects such as geography and history. A very comprehensive programme of personal, social and health education provides a good grounding in the understanding of citizenship, relationships and healthy living. The popular out-of-school clubs help pupils to extend learning. This is further enriched by the excellent range and variety of visits out of school, including residential visits, and of visitors to school, such as theatre groups and story-tellers. This is helping to enrich pupils' experiences and vocabulary. Pupils learn French and have opportunities to practise their skills on school visits to France. The curriculum in the Foundation Stage is good, based on practical experiences, so that children get a good grounding in basic skills. However, the large outdoor area is not yet fully utilised to extend learning across all areas, and access for Reception children is restricted.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pupils feel safe and confidently approach an adult if they have any problems. They show high self-esteem and confidence because each pupil is valued and relationships are good. Arrangements for safeguarding

vulnerable pupils are in place and child protection and health and safety arrangements are implemented well. The school provides exemplary support for pupils who find behaviour or concentration difficult. For example, the work of the learning mentor, the nurture group and that of other skilled support staff at lunch and break times helps to maintain good behaviour. The school checks personal development carefully and works well with external agencies, especially those concerned with pupils who have learning difficulties and/or disabilities. The school makes good use of its assessment and tracking systems to check the progress of individuals and groups in order to provide guidance for them to improve.

Leadership and management

Grade: 2

The school is led and managed well. The school uses its accurate evaluation of its own work systematically to bring about improvements. For example, the current emphasis on encouraging all pupils to speak and explain their thinking in all lessons has led to a good improvement in pupils' speaking skills and in their confidence and self-esteem. The strong teamwork, and the contributions of all staff with management responsibilities in monitoring the work of the school, is enabling the school to continue its improvements during a period of change in leadership. The school has devised imaginative ways to fulfil its aims of providing good pastoral care for its pupils; the introduction of the inclusion group and the learning mentor has helped to improve pupils' attitudes and behaviour well, and has dramatically reduced the number of exclusions. The governors are closely involved in the work of the school and provide well-informed support and challenge.

The good improvements in behaviour and in standards since the last inspection indicate the capacity to improve further. It provides good value for money.

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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	2	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	3	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	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	2	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?	2	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	2	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

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To the pupils of:

Orgill Primary School

Southey Avenue

Egremont

Cumbria

CA22 2HH

22 June 2006

Dear pupils

Thank you for making Mr Earley and me so welcome when we inspected your school recently. You were well behaved, polite and friendly and helped us to find our way around school.

We agree with you that Orgill is a good school. You have good teachers who plan interesting lessons to help you learn well. You play your part by listening to instructions and getting on with your work quickly. You are doing well in mathematics and science and your writing is improving. To help you improve your writing even more, we have asked your teachers to give you more chance to write in lessons such as history and geography.

All the adults in school look after you well and those of you who find it difficult at playtime know there is always someone to help you.

The school arranges an excellent number of visits and also visitors to school to make learning more interesting for you. You can help by trying to make sure you go to school every day, so that you do not miss anything.

I enjoyed being in the Nursery and Reception classes, particularly when everyone dressed as pirates. You seemed to be enjoying yourselves and you were learning a lot. I have asked your teachers to use the outdoor area for more activities.

Yours sincerely

Mrs Shirley Herring

Lead inspector