



# Orrishmere Primary School

## Inspection Report

**Unique Reference Number** 106069  
**Local Authority** Stockport  
**Inspection number** 287406  
**Inspection date** 1 February 2007  
**Reporting inspector** Judith Clarke

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

<b>Type of school</b>	Primary	<b>School address</b>	Worcester Road
<b>School category</b>	Community		Cheadle Hulme, Cheadle
<b>Age range of pupils</b>	4–11		Cheshire SK8 5NW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 4852141
<b>Number on roll (school)</b>	187	<b>Fax number</b>	0
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms Lisa Ward
		<b>Headteacher</b>	Mrs Rosemary Garratt
<b>Date of previous school inspection</b>	8 October 2001		

<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is an average sized school with pupils coming from a variety of social and economic backgrounds. 87% of the pupils are from a White British heritage. The percentage of pupils eligible for free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is above average, as is the proportion of pupils with a statement of special educational need. The headteacher was appointed in 2006.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Orrishmere Primary is a good school with outstanding features. It gives good value for money. Parents are very supportive of the school. This is shown very clearly in the way they participate in 'make a difference days' when parents join with staff and governors in improving the school environment. Parents are pleased that the principles and philosophies that were well established by the previous headteacher are being built upon securely. The new headteacher is being supported ably by the leadership team to achieve this. Parents say that not only does the school provide a good education for their children but it also teaches important social skills such as responsibility and respect. 'This is a wonderful school and the dedication and commitment of all the staff is admirable' is just a sample of the positive comments made by parents. Pupils enjoy their learning and report that lessons are fun. They say they are expected to work hard but that they know they can ask for help when they find things difficult. As a result the pupils make good progress throughout the school and achieve well. Children in the Reception class get off to a good start in their learning. They enter school with skills that are generally below average, but because of skilful teaching and stimulating tasks tailored to their needs they make good gains in their learning. Pupils continue to make good progress, to reach standards that are above average by the end of Year 6. One feature behind pupils' good progress is that teaching is carefully matched to their needs. The staff focus precisely on exactly what it is the pupils need to learn. Consequently, lessons have clear objectives and the pupils know what they are learning and why. This focus on learning and the enthusiastic involvement of the pupils means that lessons proceed at a good pace. Pupils know that if they are uncertain about their learning, the staff will give them good advice to help them succeed. The way the school tracks and checks the progress of all pupils is outstanding. The very good practice of targeting specific groups of pupils and individuals for extra help and guidance is both timely and effective in ensuring that all pupils achieve well. The support staff, who are very knowledgeable and experienced, give very good additional help in this respect. Those pupils with learning difficulties and/or disabilities are given high quality support and so they make good progress. The quality of care provided for all is of a high order and ensures that the pupils feel safe and secure. The pupils make outstanding progress in their personal development. They are polite, trustworthy, and help and treat each other well. By the end of Year 6 the pupils are articulate, reflective and thoughtful. They know about the need to be healthy and fit and take their personal safety seriously. The school and class councils provide a formal voice for the pupils in school. They work on a variety of projects. For example, one of the class councils is at present considering how to raise money to provide for their class pets. Extra-curricular activities, the many visitors to the school and visits to places of educational interest add another dimension to the pupils' academic and personal development. The headteacher and senior leadership team work well together to identify areas for further development. The main aim is to drive up standards even more and to strengthen the role of the subject leaders, many of whom are new to their roles. School self-evaluation is perceptive and accurate. Areas for development include improving the curriculum, in particular developing the links between different subjects,

including involvement of information and communication technology (ICT). These links are planned to add extra enjoyment for pupils and to help them apply the skills learned in one subject to achieve better in others. The governing body gives good support to the school and recognises the good improvements seen since the last inspection, particularly in the provision for ICT and improved assessment procedures. Consequently, the school has demonstrated its good capacity to improve further.

### **What the school should do to improve further**

- Create opportunities for pupils to use the skills learnt in one subject to help them achieve better in others.

## **Achievement and standards**

### **Grade: 2**

Achievement is good throughout the school. When children start school in the Reception class their skills are below average. By the end of the Reception year the children reach levels that are as expected nationally. By the end of Year 2 pupils reach standards that are broadly average. The pupils do particularly well with their reading where standards are above average. Standards in writing and mathematics are not far behind. By the end of Year 6 standards in English, mathematics and science are above average overall. School data shows that the pupils make good progress to reach the challenging targets set for them. Pupils with learning difficulties and/or disabilities make good progress because their work is carefully matched to their needs and they have very good quality support.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. The pupils talk enthusiastically about their work with evident pride. They say that they work hard in lessons and enjoy their learning. They listen carefully to the ideas and suggestions of others. Behaviour is excellent. Pupils treat each other with great respect and the playground is a busy and active place. Sports staff lead games of football during some lunchtime sessions and both the younger and the older pupils enjoy these activities. Parents say that if there are any problems with bullying they are swiftly and sensitively dealt with. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are very aware of their own contributions to the school, and the building of self-esteem and the raising of aspirations is a strength. The school is working towards a Healthy School award and the pupils show that they have a good understanding of the need to be fit and healthy. The younger pupils enjoy their fruit at playtimes and the older pupils also bring healthy snacks to school. Attendance is improving and is at present above average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. A real strength of teaching is in the way the teachers are clear about what it is they want the pupils to learn. The pupils are fully involved in lessons and feel a great responsibility to do their best and to try hard. This means that teachers, support staff and pupils share common goals. Teaching is carefully geared to pupils' learning needs. For example, in the Reception class the use of puppets and soft toys engages the interests of the children and in Year 3 pupils use prompt sheets which give them additional security with their work. Year 6 pupils say that sometimes their work is hard, they have to really think, but there is always help at hand if they should need it. In all classrooms the interactive whiteboards make a good contribution to learning as they engage and focus pupils' attention. The teaching assistants are very talented and knowledgeable and they provide very good help, guidance and encouragement in lessons. The marking of work and tracking of pupils' performance is a real strength and underpins the good progress pupils make in their learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good overall and helps pupils make good progress academically and outstanding progress in their personal development. Pupils have many opportunities to widen their horizons, for example through experiments tracking the rate of flow in a local stream or visiting a museum or shoreline. Even so, the school is committed to further improvement and is looking to make clearer links between different subjects of the curriculum. This is to add extra enjoyment and interest in the topics taught so that the pupils can use the skills they learn in one subject to help them do better in others. The number of after-school clubs, residential experiences, visits and visitors to the school all add to the opportunities available for the pupils and impact on their personal development very well.

### **Care, guidance and support**

#### **Grade: 1**

The care, guidance and support the school offers to the pupils is outstanding. The procedures the school has in place for safeguarding pupils are thorough. The school is particularly supportive of those who are new to the school or who have learning difficulties and/or disabilities. This is a significant strength and underpins the very positive school ethos, which cherishes and values all. Academic guidance is rigorous and very effective. It not only identifies groups and individuals for additional help and targets support accordingly but also evaluates and checks the success of the intervention. This is not just for those who find their learning hard but also for specific groups of average and more able pupils. Pupils are given good help in lessons and the

marking of their work is very constructive. They know exactly what it is they are learning and how to go about improving their own work.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher demonstrates great enthusiasm, clear vision and determination to strive for the very best. There is in the school a strong culture of learning and of raising achievement. All this underpins the recognition of the importance of pupils' individual needs. This ensures that the pupils leave school articulate and responsible young people. The leadership team and curriculum coordinators are keen and eager to move the school forward. They recognise they are working from a strong base, but are determined to improve even more. Self-evaluation is accurate and analytical, noting the areas which could be better and then allocating resources to bring about improvements. Some members of the governing body are new to their role but are well supported by established governors and the chair of the governing body. The governors and the chair in particular give good support and are clear about the strengths and the further direction of the school.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

As you know I recently visited your school to see how well your teachers are helping you with your learning. I want to thank you especially for being so friendly and polite. I really enjoyed talking to your school council and to you about your work. I think that you go to a good school: indeed, some things about your school are even better than that. I was particularly impressed by your behaviour and the way you all get on so well together. I think your teachers and all the staff work hard to help you to do your best. You say that you make good progress in your lessons because you find them enjoyable and of course you work jolly hard. Those of you who find your learning a little more difficult have extra help in lessons so that you feel good about your work. This is very helpful. The staff who help you are very knowledgeable and give you really good help. You have lots of exciting extra activities which help to make your learning interesting and help you develop as kind and thoughtful people.

I have asked your teachers to improve some things to make your school even better and I am sure you will want to play your part and help. I thought your new topic books were really good and show what a lot of different things you are learning in lessons. The teachers have just started to plan your work in this way: I know they want to check carefully to show you how what you learn in one subject can help you do better in another subject, and I think that this is a good idea.

I think your headteacher has good plans for the future and I am sure that your school is going to go from strength to strength. I hope that you will continue to work hard in school and continue to look after each other.