

Orton Wistow Primary School

Inspection report

Unique Reference Number	110893
Local Authority	City of Peterborough
Inspection number	325253
Inspection dates	20–21 November 2008
Reporting inspector	Kenneth Thomas

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	311
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Sally Highfield
Headteacher	Mr Simon Eardley
Date of previous school inspection	13 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wistow Way Orton Wistow Peterborough PE2 6GF
Telephone number	01733 370646
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Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Orton Wistow is much larger than most other primary schools and serves an area in which the socio-economic circumstances are generally favourable. The percentage of children eligible for free school meals is low. The proportion of pupils with learning difficulties and/or disabilities is about average, as is the proportion with a statement of special educational needs. The majority of children are of White British heritage. A few pupils are from other backgrounds, with some speaking English as an additional language. Most children enter the Early Years Foundation Stage (EYFS) with knowledge and skills that are consistent with those expected for their age.

The governing body also manages a wide range of extended provision on the site. This includes a breakfast club, an after-school club and school holiday activities, known collectively as Platform One.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Orton Wistow is a good school that enables pupils to achieve well. The school is a hive of activity from the breakfast club, which starts at eight o'clock in the morning, until the last after-school session is finished. Pupils say that they really enjoy school because everyone is so friendly. This is reflected in their good behaviour and excellent attendance. Pupils know how to stay safe and be healthy because of the outstanding care, support, and guidance staff provide. Parents overwhelmingly support the work of the school. The parent who wrote, 'A very well run and happy school where the environment encourages my child to flourish', sums up the views of the vast majority. The strong sense of community and partnership with parents contribute much to the school's success. In this supportive environment, pupils flourish and their excellent personal skills and good academic progress prepare them well for the next stage of their education.

Most pupils exceed expected standards in English, mathematics and science by the time they leave the school. Standards have been maintained at this level in most years since the last inspection and represent good achievement when standards on entry are taken into account. However, underperformance in mathematics led to a sharp dip in the unvalidated 2008 national test results and inspection evidence confirms that standards are below those in English and science. Staff are rightly focusing on raising standards in mathematics during the current year and working to improve pupils' problem solving and calculation skills. Much good, and occasionally outstanding, teaching contributes to pupils' good progress. In this school pupils want to learn and, in most lessons, teaching captures their interest and imagination. In a few lessons progress is slowed because teachers' expectations of good learning behaviour are not clear and pupils become over-excited and lack focus. Occasionally, introductory activities are too long and pupils' attention is lost, because they spend too long listening to the teacher. The marking of pupils' work often provides clear guidance on the standard expected and what pupils must do in order to improve. However, this good practice is not consistent across year groups.

At the centre of the school's effectiveness are good leadership and management. The headteacher has a very clear vision for how the school should develop and is committed to providing a well-rounded and balanced education for all pupils. This commitment is underpinned by a systematic approach to self-evaluation, which provides an accurate view of the school's overall performance. Similar self-review procedures are in the process of being embedded in the routine work of all subject leaders. Excellent procedures for assessing and tracking pupils' progress have been introduced. These are having a significant impact on pupils' achievement, particularly on that of pupils who find learning more difficult. The governing body is active and well informed. It has been particularly influential in supporting the school during the recent extension of the accommodation. The school gives good value for money and has good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Most children enter the EYFS with knowledge and skills that are consistent with those expected for their age. Because leadership and management of the provision are excellent, arrangements to support them are very effective and children settle quickly. Innovation is embraced and the school is often used as an example for others to follow, such as in the provision for learning

through play. Skilful implementation of plans and excellent organisation ensure that children circulate in the indoor and outdoor areas, engaging in a wide variety of activities that are well designed to support their learning. Teaching is exceptionally strong and there is a good balance of activities between those led by staff and those chosen by children themselves. Staff intervene appropriately to help children learn and observe carefully what they can and cannot do or understand. Children are carefully assessed when they arrive and planning is very detailed. This information is used well to plan the next steps. Detailed records are supplemented by photographs so that they are meaningful to children and parents. The impact is seen in the significant rise in standards that children achieve by the end of Reception. These have improved significantly since the last inspection. In both 2007 and 2008 children achieved exceptionally well so that almost all exceeded the early learning goals in personal, social and emotional development. Children achieve well in all other areas of learning. Staff work constructively with parents to support children and help them learn, although they are not complacent and recognise that there is always more that can be done in this respect.

What the school should do to improve further

- Raise standards in mathematics at the end of Year 6 and especially pupils' problem solving and calculation skills.
- Ensure greater consistency in teaching and learning and assessment so that all pupils are actively engaged, expectations of good learning behaviour are clear in every lesson, and that there is consistency in the marking of pupils' work.
- Ensure that monitoring and evaluation procedures are firmly embedded in the work of all subject leaders, so that they are able to contribute fully to the continued drive for improvement.

Achievement and standards

Grade: 2

The recent rise in standards of children entering Year 1 does not reflect the past attainment which has been broadly average on entry to this year group. Pupils make good progress in Key Stage 1 and reach above average standards in reading, writing and mathematics by the time they leave Year 2. The effective use of assessment information to track pupils' progress, allied to much good teaching, ensures that good progress is maintained as pupils move through Key Stage 2. The school's challenging targets are usually met and standards in English, mathematics and science are regularly above average by the end of Year 6. However, the unvalidated national results for 2008 show that while standards in English and science were maintained, there was a sharp dip in performance in mathematics. The need to raise standards in mathematics and improve pupils' problem solving and calculation skills is recognised by the school and confirmed by inspection evidence. All groups of pupils, including those with particular learning needs, make equally good progress.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. They have a highly developed social and moral awareness and adapt their behaviour to suit different occasions. This was clearly seen during the inspection when pupils welcomed grandparents to lunch. Behaviour is often excellent around the school but one reason why behaviour is not outstanding is that a few pupils are at times inattentive in lessons. All thoroughly enjoy school and this is

reflected in well above average attendance. Because pupils learn to respect the customs and beliefs of others, the school is a racially harmonious community. They take the responsibilities given to them very seriously and make excellent contributions to the life of the school and the wider community. Pupils understand how to lead healthy lives and know how to keep themselves safe. They are well prepared for the next stage in their education by developing good academic skills, excellent social skills and an outstanding work ethic.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with some examples of outstanding practice. Strong features of many lessons are effective planning, high expectations and good classroom management. These promote good behaviour and effective small group work. In a few lessons behaviour is not so good because introductory activities are too long and pupils spend too much time listening to the teacher. On occasion, pupils become over-excited because teachers' expectations of what constitutes good learning behaviour are not clear enough. The effective use of interactive whiteboards and interesting resources stimulate pupils' interest and enliven lessons. The best examples of teachers' marking provide pupils with clear guidance on the standard on the work and what they need to do better. However, this good practice is not consistent and the staff recognise the need to ensure that marking is of this quality throughout the school. Teaching assistants are a valuable asset and work very effectively to support pupils with particular learning needs.

Curriculum and other activities

Grade: 2

The curriculum is effective in promoting pupils' academic progress. Staff are working hard to make lessons more interesting and relevant to pupils' interests with the intention of providing a wide range of stimulating learning experiences and more effective links between subjects. The impact of this is especially evident in the recent rise in writing standards in all year groups. In addition, the school intends to provide greater opportunities for activities that promote independent enquiry by pupils. The curriculum includes a good programme of personal, social and health education and meets the needs of pupils who need extra challenge and those who will benefit from extra help. Particularly impressive is the excellent enrichment through an extensive range of visits, projects, after-school clubs and community activities, including active links with schools overseas. The benefits for pupils' personal development are substantial, both in terms of their own well-being and in their preparation for future citizenship. Extensions to the school building have very recently been completed and the school now occupies excellent accommodation and very attractive outdoor areas.

Care, guidance and support

Grade: 1

The outstanding care provided by staff makes a significant contribution to pupils' excellent personal development. Pupils feel safe in school and know that they can turn to adults if they have a problem. Support for pupils who find learning more difficult and for vulnerable pupils is particularly strong and close attention is paid to the needs of those who are gifted and talented. Arrangements for ensuring that pupils are safe are very effective and safeguarding

procedures meet requirements. The introduction of a rigorous system for setting targets and tracking pupils' progress makes a significant contribution to their good progress. The school works very closely with a range of external agencies and strong support from parents and carers help maximise pupils' learning. Good quality care is provided in the school's breakfast, after-school and holiday clubs and this is appreciated by parents and much enjoyed by pupils.

Leadership and management

Grade: 2

The headteacher, together with the deputy headteacher and other members of the school leadership team, ensure that this is a very cohesive and friendly community. A strong team spirit lies at the core of all that the school does together with a clear commitment to continued improvement. To widen participation in school leadership, the management structure has been revised. Roles and responsibilities have been redefined and new staff appointed to key subject leadership positions. The school recognises that in order to make these changes fully effective subject leaders need to ensure consistency in the monitoring and evaluation of performance in their areas of responsibility. The school's self-evaluation is generally accurate and there is a clear awareness of the link between the school's provision and pupils' achievement. Governors are very supportive and provide the school with a considerable amount of expertise. They are challenging and fully understand their roles as critical friends. The school works exceptionally well in partnership with parents and outside bodies; for example, in developing its extended provision and in enriching the curriculum.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

24 November 2008

Dear Pupils

Inspection of Orton Wistow Primary School, Wistow Way, Orton Wistow, Peterborough, PE2 6GF

Following the visit of Mrs Aldridge, Mr Williams and myself to inspect your school, I am writing to tell you what we found out. Before I do, I would like to say thank you for making us feel so welcome and making our visit one that we will remember for a long time. We have told your teachers how you were all so helpful and polite. Through our discussions with you, it was good to hear how much you enjoy school and the many clubs, and other activities that are available for you. We particularly enjoyed listening to your singing in the assembly.

We agree with you and your parents that this is a good school and one that is helping you to do well. Provision for the youngest children in Reception is excellent and gives you a first-rate start in Year 1. We particularly liked the way in which you work hard in your lessons, which are well taught, and enable you to make such good progress. Because of this the standards you reach at the end of Year 6 are usually above average. Standards in mathematics dropped a bit last year and we have asked your teachers to make them once again as good as they are in your other subjects. The school will be helping you to improve your problem solving and calculation skills. A real help to your teachers is your good behaviour because it allows them to concentrate on helping you to learn. We have asked that what is expected of you in terms of good learning behaviour is made very clear in all lessons. You told us how much you like lessons in which you are active and we have asked that all of your lessons can be like this. Your teachers spend a lot of time marking your work and we have asked that when they do this they give you clear guidance on the standard of the work and what you must do to improve it.

All the staff take excellent care of you and work hard to keep you safe and healthy. Your headteacher leads the school well and, together with the staff and governors, makes sure that you have many opportunities at school to develop academically and personally. You are really important players in the school's success and, having met you, we know you will all want to continue to play your part in helping the school to be even better. Through your hard work and the care you show each other, together with your willingness to take on responsibility, you all help to make this such a happy and successful community.

With best wishes for your future

Kenneth C Thomas

Lead inspector