

Orgill Primary School

Inspection report

Unique Reference Number	131443
Local Authority	Cumbria
Inspection number	328592
Inspection dates	20–21 May 2009
Reporting inspector	Mary Sewell

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	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	204
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	Mr Andrew Kendal
Headteacher	Mrs Julie Irving
Date of previous school inspection	20 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Southey Avenue Egremont Cumbria CA22 2HH
Telephone number	01946 820234
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Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a smaller than average sized primary school, serving an area of high deprivation in West Cumbria. Most pupils are from a White British background but there are a small number of pupils from minority ethnic groups. The proportion of children eligible to take free school lunches is well above average. The number of pupils with learning difficulties and/or disabilities is average but an above average number of pupils have a statement of special educational need. There is a community room in school for family learning and meetings. In the Early Years Foundation Stage there are 52 children of Nursery and Reception-age. An independently run pre-school operates from the same site and this is reported on in a separate Ofsted report.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Orgill Primary is a good school. Several aspects of its work are outstanding, particularly the provision for the youngest children, pupils' personal development, the curriculum and the care, guidance and support for pupils. Children are at the heart of this school; staff are passionate about providing every opportunity for pupils to learn and develop. It is their drive and enthusiasm which make the school an inspirational and exciting learning environment and a safe haven for all pupils.

The school has made rapid improvement since the last inspection. Standards and pupils' achievement have been rising steadily. An analysis of pupils' work and data from the school's tracking system show that the current Year 6 are well on track to meet or exceed the school's challenging targets and attain standards which are broadly average. This means that, from starting points in Nursery well below those typical for their ages, pupils have made good progress. The improvement has resulted from a whole-hearted commitment to drive up standards by developing teaching and learning and giving all pupils a personal target which stretches and extends them. Teaching is good and often outstanding because teachers take every opportunity to provide exciting and stimulating activities which are well matched to learners' needs. Priority is given to the teaching of letters and sounds throughout the school and this has already had a positive impact on standards. Speaking, listening and writing skills are particularly well taught because lessons are tightly focused and skills are well consolidated. The school correctly recognises that there is a need to develop these skills even further, particularly with some older pupils who have some gaps in their knowledge. The school particularly focuses on giving pupils experiences beyond the classrooms and every opportunity is seized to use visits and visitors to increase the pupils' knowledge and understanding of the world. Outstanding use is made of teaching assistants especially in information and communication technology (ICT), where pupils are confident in exploring cyber space.

Pupils love school; they attend very regularly and say, 'Its brilliant here!'. They are extremely knowledgeable on how to stay healthy and safe. They are learning quickly how to prepare for adult life in the community. Pupils' behaviour and attitudes to learning are excellent. Parents are overwhelmingly positive and particularly value the involvement in their children's learning. Many parents say they love visiting the pupils' exhibitions, 'to see what they are up to' and some even attend lessons alongside their children.

The headteacher has energised all aspects of school life and, by encouragement and training, empowered staff to raise standards and accelerate achievement. Secure systems for monitoring and evaluating have resulted in the school having an excellent understanding of its strengths and areas for development. This allows real insight into the needs of individuals whether it be pupils or staff. The school recognises the need to take the good management practice in mathematics and English into other curriculum areas. As a result, the school is in a good position to make further improvements. It currently provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Provision in the Early Years Foundation Stage is outstanding. On the whole, children enter the Nursery with skills that are well below those typical for their age. Teaching is excellent and children make rapid progress so that standards in English and mathematics are close to average

by the time children start in Year 1. The school's records indicate that progress has accelerated rapidly over the last three years with an increasing number of children who reach and exceed the early learning goals. The children make outstanding progress in personal development and knowledge and in their understanding of the world around them. Many reach average standards in these areas of learning.

The children love coming to school. Every day holds new surprises in the exciting environment created for them. Whether it is learning letters and sounds, writing invitations to deliver or following number trails, children are always learning. Routines are well established so behaviour is excellent and children make sensible decisions about washing their hands and wearing waterproofs. They play well together, taking turns and agreeing rules for the games they invent. The outdoor area has been transformed since the last inspection to one of high quality. The willow house, patio, woodland and meadow areas are used in all weathers to inspire children to develop their creativity, physical and speaking and listening skills.

The leadership of the Early Years Foundation Stage is outstanding. Assessments are rigorously scrutinised for any sign of where improvement might be needed and action is promptly taken. Secure arrangements are in place to safeguard children's well-being. Children are accurately assessed and, because of highly effective home visits, staff are able to anticipate the difficulties children might face in school. Excellent support is quickly put in place and a high level of trust builds up between key workers and families. The staff liaise well with other professionals and are highly skilled in planning activities that exactly match children's needs.

What the school should do to improve further

- Extend the good practice already established in the leadership of mathematics and English to other curriculum areas.
- Raise standards further in reading, writing and speaking and listening, particularly in Key Stage 2.

Achievement and standards

Grade: 2

Standards are average and pupils achieve well. In the 2008 Key Stage 2 tests, the school's results were broadly average in English, mathematics and science. Currently, evidence shows that pupils in all year groups, including those pupils with learning difficulties and/or disabilities, are making good progress. Teachers' assessments at Year 2 show that standards are broadly average, with a small number of pupils doing better than expected for their age. In Year 6, current standards are broadly average and pupils are well on track to achieve, and many to exceed, their challenging targets. This represents good achievement as these pupils started school well below national expectations in all areas of learning. This good progress has occurred because of the systematic teaching of letters and sounds throughout both key stages and because pupils' underachievement is identified quickly and supported appropriately. Poor spelling and grammar frequently spoil written work in Key Stage 2, where standards in literacy are still affected because of gaps in pupils' knowledge. The school recognises that it still needs to focus on raising standards in literacy throughout the school to compensate for the legacy of underachievement as weak language skills spoil pupils' work.

Personal development and well-being

Grade: 1

Pupils are welcoming and courteous. They love coming to school which is reflected in their good attendance, exemplary behaviour and enthusiasm for their lessons. Pupils respond very well to the high expectations of their teachers and eagerly anticipate the wide range of rewards and incentives. One pupil said, 'Collecting stars is great!' Pupils feel confident and very safe and say their views are taken very seriously. They are proud of how their opinions helped to change the lunch menu and how their proactive 'Name and Shame' campaign has protected the school from vandalism. Pupils know how to make healthy choices and are keen to take an active part in the numerous sporting activities, especially the outdoor pursuits.

The spiritual, moral, social and cultural development of pupils is outstanding. Pupils have a genuine interest in their own and other communities and have a direct link with children of their own age in Sri Lanka which has increased their understanding of the effects of suffering the tsunami. They make an exceptional contribution to their local community by organising events that develop skills in leadership, teambuilding, communication and managing a budget. By the time they reach Year 6 they are mature, articulate and confident young people.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. During the inspection a number of lessons seen were judged to be outstanding. All staff are enthusiastic in lessons and motivate their pupils well. Teachers have excellent subject knowledge and this together with detailed knowledge of their pupils leads to a precise focus on learning. Teachers use information on pupils' past performance, abilities and interests to produce a wide range of stimulating activities. As a result pupils' behaviour is exemplary; they sustain concentration and make very good gains in understanding. Pupils say they enjoy their lessons and really appreciate their teachers and teaching assistants. Teaching assistants are a real strength of the school. They are knowledgeable and make a valuable contribution to supporting individuals in lessons. Marking is excellent; it not only praises achievement but also gives clear instruction to pupils on how to improve their work. Pupils are rapidly gaining confidence in evaluating their own work which leads to their having a greater understanding of how the lesson is assessed. The teaching of information and communication technology (ICT) is outstanding. Pupils quickly become confident, enthusiastic researchers. For example, pupils in Year 5 used the internet to compare life in Tokyo and Carlisle and made outstanding progress in learning aspects of geography, language and culture. Teachers are working hard to help older pupils raise the standard of their written work and to eliminate elementary mistakes.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. It meets all statutory requirements and meets the needs of all learners. It is vibrant, and very well planned and organised because staff harness pupils' ideas into the planning of topics and adjust activities as they observe pupils' responses. The school rightly gives prominence to the basic skills of literacy and numeracy and provides many opportunities for pupils to practise these skills in different subjects. There are many opportunities

for them to develop independence and a sense of responsibility. Through the excellent range of visitors and visits they gain a broader understanding of the world. Exceptional planning ensures that pupils' skills of observation and explanation are developed through practical investigative work in a range of subjects. The links with local business groups are highly effective in helping pupils develop confidence in presenting their ideas and organising fundraising events. There are excellent opportunities for pupils to further develop their skills in ICT across the curriculum.

Care, guidance and support

Grade: 1

The guidance, support and pastoral care of pupils are outstanding. This is a caring school where every single child really matters. The highest levels of support are maximised, because well trained staff work in close collaboration with other professionals. The school's safeguarding arrangements meet all statutory requirements. Health and safety are carefully managed so that pupils work in a stimulating yet secure environment both in and beyond school. Pupils are given outstanding academic guidance. Their progress is tracked carefully and concerns are raised immediately if pupils fall behind with their learning and support is quickly put in place.

The school has worked hard to keep parents closely involved in supporting their children. The establishment of family learning courses has been highly successful in giving parents the confidence to help their children while extending their own skills. This is making a significant impact on pupils' progress, attitudes and personal development because all understand exactly what is required of them.

Leadership and management

Grade: 2

The headteacher and senior team are inspirational in successfully driving forward improvement and give all children every opportunity to raise their self-belief and reach their maximum potential. Their vision is fuelled by an infectious enthusiasm which results in staff, governors, parents and pupils all eager to succeed. The senior team have an excellent understanding of the strengths and areas to develop in school because the school has high quality systems for monitoring all aspects of its work. Teamwork is exceptional because of open communication, delegated responsibilities and excellent professional development. The good practice of rigorously monitoring planning, marking and observation, already established in the leadership of mathematics and literacy is not as well developed in other curriculum areas so that standards have been slower to rise.

Governance is good. Governors know the school well and use information from observations, data and reports to make the most efficient use of resources. This has led to substantial improvements in the school's environment and increased staffing resulting in smaller classes. The governors are increasingly able to hold the school to account and to ask challenging questions. The school strongly promotes community cohesion; it has had outstanding success in raising its profile in the community because it has successfully addressed the challenges of the local area; in particular it has been very successful in fostering good parental relationships. There are plenty of examples of the school taking opportunities to engage with communities beyond the school. They are particularly proud of their commitment to families learning together and their international links with Sri Lankan schools.

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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?	2
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	3
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	2
The behaviour of learners	1
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?	1
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	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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

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

21 May 2009

Dear Pupils

Inspection of Orgill Primary School, Cumbria, CA22 2HH

Thank you for making us so welcome when we inspected your school. You were all so helpful, friendly and polite. We thought you all looked really smart in your school uniforms. We want to say a really big 'thank you' to all of you who gave up some of your lunchtime to come and talk to us, especially the children's council.

We would like to tell you what we found out. Your school is a good school, which you all told us you love to attend. When you start school some of you need to do some catching up especially in using words and sounds and numbers, but you do this very quickly because your lessons are good and some of them are outstanding. You make good progress during your time in school. You told us your lessons are fun with lots of lovely, exciting and interesting activities to do. We really enjoyed the Japanese afternoon and were very impressed by how quickly you learned those numbers! We found your behaviour to be excellent. You show respect and consideration for each other and for all the adults who work with you.

Your teachers and other staff take excellent care of you and make your time at school interesting with exciting opportunities and experiences. You told us how much you enjoyed taking on responsibilities as playground friends, school councillors and monitors. Your school has an excellent headteacher who has improved your school enormously. She is helped by your governors, and enthusiastic hard working teachers.

We have asked the school to improve one or two things. Firstly, to continue to improve your work in English because there are still some pupils who are not able to write and spell well enough. Secondly, to look closely at how you learn in all subjects and how teachers can help you to make even better progress. You can play your part and continue to work hard at your lessons!

We would like to take this opportunity of wishing you all the very best in the future.

Yours faithfully

Mary Sewell and Lyn Field

Your inspection team