

Orston Primary School

Inspection report

Unique Reference Number	122668
Local Authority	Nottinghamshire
Inspection number	340188
Inspection dates	11–12 May 2010
Reporting inspector	Richard Marsden

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	127
Appropriate authority	The governing body
Chair	Mrs Sue Martin
Headteacher	Mrs Sarah Moore
Date of previous school inspection	14 February 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed six teachers over 11 lessons. They held meetings with groups of pupils, governors and staff. They looked at safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning, as well as questionnaires from staff, pupils and 45 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress and attainment of current pupils
- the accuracy of the school's self-evaluation
- the quality of provision for gifted and talented pupils
- the use of information and communication technology (ICT) to support pupils' learning.

Information about the school

The school is smaller than average. It draws pupils from a wide rural area. Almost all pupils are of White British heritage, and none are learning English as an additional language. The proportion of pupils known to be eligible for free school meals is well below the national average, as is the proportion of pupils with special educational needs and/or disabilities. Among many awards and accolades, the school holds Eco School status and has gained the International Schools Award and the Healthy Schools Gold Award. Pupils are taught in five classes which include two mixed-age classes for Years 3 and 4, and Years 5 and 6.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

The school provides an outstanding education for its pupils. Not only do they attain high standards in their work but, as parents, pupils and staff all warmly attest, the school has a family atmosphere where every pupil is known exceptionally well as an individual. The celebration of pupils' self-worth and the raising of their aspirations and self-esteem are given pride of place. The school caters exceptionally well for pupils' all-round development.

Under the guidance of an inspirational headteacher, staff have a very clear view of the school's strengths and areas for further development, and they are rigorous in their pursuit of excellence for the benefit of the pupils. They work exceptionally well together as a team, offering one another high levels of support and encouragement. The school's capacity for further improvement is, therefore, outstanding.

Pupils' behaviour is excellent: they show courtesy towards each other and to adults. Older pupils behave very considerately towards younger ones. In an atmosphere of mutual support, pupils gain confidence to take risks and 'have a go' without embarrassment or fear of failure.

Teachers from the school support other schools in their quest to raise achievement. The school's exemplary use of assessment information to inform planning so that the needs of individual pupils are met, for example, is being spread to other schools. Because of its own excellent practice, the school is taking a leading role in the introduction of French in other primary schools.

The school is an exceptionally harmonious community and promotes community cohesion very effectively in its locality as well as more widely through overseas links. Leaders are not complacent, however and are keen to plan and evaluate this aspect of the school's work more rigorously in order to ensure that the excellent outcomes can be sustained.

What does the school need to do to improve further?

- Ensure that the school's excellent contribution to community cohesion is sustainable by:
 - strengthening the planning and monitoring of this aspect of the school's work
 - developing the school's overseas links so that its decisive influence on community cohesion is sustained more widely than in its immediate locality.

Outcomes for individuals and groups of pupils

1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

On joining the school, children's attainment is higher than national expectations, and their rates of progress in recent years have been significantly better than national rates in English, mathematics and science. In lessons observed, pupils made excellent progress, enjoying challenging tasks and inspiring topics. Pupils work extremely well on their own as well as in groups, showing resilience and resourcefulness. In one outstanding art lesson, for example, pupils worked with a very high level of independence on different colouring techniques. They spontaneously sought each other's views on how to improve their work, and displayed high levels of maturity in the way in which they offered feedback to one another. As a result of such high quality teaching and learning, their attainment at the end of Year 6 is consistently high across all subjects. Younger and older pupils, boys and girls, progress equally well, with no significant difference in the achievement of any group. The requirements of the small number of pupils with special educational needs and/or disabilities are very well understood by teachers. These pupils are very well supported by flexible curriculum arrangements and by highly skilled learning support assistants, so that they also make outstanding progress.

Pupils feel safe at this school. They talk confidently about the absence of bullying and the willingness of teachers to support and help them when they need it. They know about internet safety and the dangers of cyber bullying, as well as road safety and the dangers of drug abuse. They are good ambassadors for a healthy lifestyle, articulating clearly the benefits of a healthy diet and regular exercise. Participation rates in voluntary after-school sport are very high.

Pupils enjoy many opportunities to make a contribution to their school or wider community. There are, for example, 'playground pals' who help to ensure that no-one is unhappy at playtime, an active and responsive school council, and an 'eco team'. Pupils are involved in projects within the local community as well as with communities overseas through charities and educational links.

As well as promoting high standards in the core subjects, the school ensures that pupils' information and communication technology (ICT) capability is well developed, and that they acquire skills in team working, decision making and problem solving, all of which prepare them very well indeed to take their place eventually in the working world.

Pupils reflect deeply on values, beliefs and principles. They clearly articulate a sense of right and wrong and are able to appreciate other people's points of view and resolve conflicts intelligently. They are well informed about the realities of multi-cultural living, and show open and thoughtful attitudes to the lifestyles of other people. They are exceptionally well prepared to take their places as global citizens.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Classrooms are busy places where not a moment is wasted. Teachers' excellent planning leads to stimulating and inspiring lessons in which expectations are high and pupils concentrate exceptionally well and enjoy their learning. Teachers and pupils use ICT very effectively to promote learning. Teaching covers a wide variety of styles which include the use of music, movement, hands-on activities, and high quality visual aids, all of which increase pupils' motivation. Learning support assistants are very well deployed to support pupils needing extra help.

Procedures for assessing pupils and tracking their progress are exemplary. Teachers know pupils' strengths and weaknesses very well and plan accordingly. Through day-to-day marking and at other times, pupils receive high quality feedback so that they know very clearly how well they are doing and how to improve.

The curriculum is broad and balanced and offers memorable experiences which bring learning to life. For example, there are exciting 'theme days' involving activities for the whole school, costumes, food and music on topics such as the Tudors, 'global links' and 'creative maths'. These are greatly enjoyed by pupils. There is wide take-up of sporting and musical opportunities. Visits, including residential visits and trips abroad, are highly valued.

The care shown to pupils is exceptional. Teachers ensure that new pupils, including any who join the school part way through a year, settle in quickly. Pupils are given high quality support and guidance as they prepare to leave for the next stage of their education. The school is persistent and conscientious in the support it gives to any pupils facing challenging circumstances.

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These are the grades for the quality of provision

<p>The quality of teaching</p> <p>Taking into account:</p>	<p>1</p>
<p>The use of assessment to support learning</p>	<p>1</p>
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	<p>1</p>
<p>The effectiveness of care, guidance and support</p>	<p>1</p>

How effective are leadership and management?

The headteacher and senior leaders know the school's strengths and areas for improvement very well and have high ambitions in their quest for excellence. All aspects of the school's work are rigorously evaluated, and feedback is regularly sought both from within the school community and from outside. Leaders are swift to take action when they find an area for improvement. The school's capacity for continued improvement is therefore excellent. The quality of teaching is monitored closely. In a spirit of mutual support and cooperation, teachers work hard to make ongoing improvements for the pupils' benefit.

Governors bring a broad range of skills and talents to their work and have an incisive knowledge of the school. They offer robust support and challenge, and can point to ways in which they have shaped the strategic direction of the school. The school has positive relationships with parents and carers and works exceptionally well with them as they support their children's learning. Parents say that the school is always ready to listen and act upon any concerns they raise.

Partnerships enhance pupils' learning in many ways. For instance, pupils greatly enjoy two-way visits with pupils from a special school for pupils with moderate learning difficulties and complex needs in a town nearby. The school's collaboration with other local schools enables it to offer a wider programme of activities to challenge the most able pupils than would otherwise be the case. Great care is taken to ensure that there is no unevenness in the response of different groups of pupils to what the school offers: the promotion of equality of opportunity is at the heart of the school's values.

The school not only meets but exceeds statutory requirements for the safeguarding and protection of children. It acts rapidly and decisively on all issues relating to pupils' safety.

The school is a highly cohesive community and promotes community cohesion very well within its locality, as well as further afield through links with France and New Zealand, for example. Leaders are aware, however, that planning and evaluation need to be more rigorous if these high standards are to be sustained. They already have plans to address the situation.

These are the grades for leadership and management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children in the Early Years Foundation Stage are eager to come to school and keen to talk about how much they enjoy the activities on offer. They make outstanding progress in developing knowledge and skills which prepare them very well for the future. Their behaviour is outstanding and they display excellent cooperation with each other and with adults.

The learning environment is highly stimulating, offering a range of purposeful activities indoors and out, and giving children the chance to make informed choices and thus develop independence. Assessment is meticulous, and guides planning to ensure that the individual needs of children are met. Learning support assistants are well briefed and play a significant role in ensuring that all children thrive and progress.

The Early Years Foundation Stage leader has very high aspirations. She has an excellent knowledge and understanding of her area and has clear plans for further improvement. The capacity for further improvement is outstanding.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Views of parents and carers

In their reply to the questionnaire, a very small minority of parents and carers expressed concern about behaviour so this became a special focus during the second day of the inspection. However, rigorous investigation uncovered nothing except exemplary behaviour. Parents were highly positive in their responses and in their approval of the school, and many added glowing comments. The following was typical: 'We could not wish for a better primary school for our son. The headteacher and her team create an incredibly warm, welcoming and inspiring learning environment. The children's needs come first at all times.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Orston Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 127 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	71	13	29	0	0	0	0
The school keeps my child safe	34	76	10	22	1	2	0	0
The school informs me about my child's progress	21	47	20	44	1	2	0	0
My child is making enough progress at this school	21	47	22	49	0	0	0	0
The teaching is good at this school	30	67	13	29	1	2	0	0
The school helps me to support my child's learning	23	51	19	42	1	2	0	0
The school helps my child to have a healthy lifestyle	32	71	12	27	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	40	20	44	1	2	0	0
The school meets my child's particular needs	23	51	22	49	0	0	0	0
The school deals effectively with unacceptable behaviour	20	44	17	38	5	11	0	0
The school takes account of my suggestions and concerns	25	56	16	36	1	2	0	0
The school is led and managed effectively	31	69	13	29	1	2	0	0
Overall, I am happy with my child's experience at this school	34	76	11	24	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 May 2010

Dear Children

Inspection of Orston Primary School, Orston, NG13 9NS

A big 'thank you' to everyone for the warm welcome you gave to the inspectors when we visited your school. We came to see what the school does well and how it might be improved. This is what we found:

- your school is outstanding and gives you a very high standard of education
- your teachers work very hard to make lessons interesting and fun
- the school is a very caring, friendly place where people are not afraid to 'have a go' even if they make mistakes
- you behave exceptionally well and concentrate hard on your work, which means you make excellent progress and reach high standards
- you have healthy lifestyles and you know how to stay safe
- you have lots of opportunities to take part in out-of-school activities and to take on responsibilities in your school.

Your school is a harmonious community but even the best schools can improve, and we have asked your teachers to think about ways in which they can help you contribute not just to harmony in your school and local community, but further afield as well.

It was a great pleasure to visit your school. You can make sure it goes from strength to strength by always working hard and doing your best.

Best wishes to all of you.

Yours sincerely

Richard Marsden

Lead inspector

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