

SCHOOL CONTEXT

	Commentary
Characteristics of the learners and the communities served by the school	<p>Orton Wistow is a larger than average primary school with approximately 340 pupils on roll. The school's relatively small catchment area is growing as new housing is built on the East of England Showground and as a result, from September 2013, the PAN was increased from 45 to 60. The school will continue to grow for the next six years and will eventually have 420 pupils.</p> <p>In Years 2 to 6 there is still a PAN of 45 pupils and as a result, the majority of children at the school will at some time in their career, be taught in a vertically mixed class. At present classes are arranged as follows: FS Unit -2 classes, KS1 Unit - 2 Year 1 classes, 2 Year 2 classes LKS2 – 1 Year 3 class, 1 Year 3/4 class, 1 Year 4 class UKS2 - 1 Year 5 class, 1 Year 5/6 class, 1 Year 6 class</p> <p>The school is very popular, over-subscribed and in a desirable part of the city. As a result, there are currently waiting lists for Years FS, 2, 3 and 5.</p> <p>Historically, families who move in to the school's catchment area do not move away and this creates space for out of catchment children. This group has increased each year and since 2007, the majority of children at the school have come from out of catchment area (61% at present).</p> <p>For this reason, the school prioritises developing a strong sense of school community built on the PRIDE Code (Polite, Respect, Independent, Do your best, Everybody matters), a House system and the Learning Dispositions, which underpin the curriculum.</p> <p>Due to the increase in pupil numbers, an ambitious nine month building project began in January 2014 to give the school additional spaces:</p> <ul style="list-style-type: none"> • A Year 5/6 Unit comprising 4 new classrooms and shared spaces, • A remodelled FS unit with extensive outdoor provision • 2 glazed units to link KS1 classrooms as a unit • An extended front of building to create a new waiting area for parents and visitors • A second playground for UKS2 • Additional break out spaces for small groups • A classroom dedicated for art, science and design technology • A training room for adults <p>As of October 20th, the project has not yet been completed.</p> <p>The school serves a varied community, taking children from across the south of the city. Like most Peterborough schools, there has been an increase in the percentage of Ethnic Minority pupils. Although still low, the percentage of Ethnic Minority pupils has increased by 3% in the last 18 months and now stands at 19%. The most notable increase in Ethnic Minority children has occurred in the FS and Y1.</p> <p>The school believes that the percentage of children entitled to free school meals is artificially low (1.47%), and does not accurately reflect the true position across the families at the school. The school serves a varied socio-economic area and, as such, believes that some families are probably eligible for FSM but choose not to register.</p> <p>Core information:</p> <ul style="list-style-type: none"> ○ SEN Pupils on Register – 13% (44 pupils on register including 2 Statemented children) ○ FSM – 1.47 % (5 pupils) ○ We have 19% Ethnic Minority pupils (65 children) ○ Mobility – 14% of our current Year 6 cohort entered the school after Year 2 ○ Last year, 80% of our Year 6 pupils went on to Ormiston Bushfield Academy- our main secondary school.

Previous judgments about the school	<p>Orton Wistow Primary School was last inspected in 2011 and was once again judged to be a Good school with many elements of outstanding practice. Since the last inspection, the school has worked tirelessly to maintain the areas identified as strengths whilst improving the areas that were judged as good.</p> <p>In response to the target areas from the last inspection, the school has developed far more rigorous and analytical monitoring procedures, closely tracking attainment and progress monitoring standards of teaching and learning.</p> <p>All teachers are involved in setting ambitious academic targets for children whilst maintaining a complete commitment to developing the whole child. A well-embedded leadership structure ensures that teachers are challenged about underperformance and support plans are put in place help them to improve.</p> <p>The school has worked hard to ensure that work is carefully matched to pupils' abilities and enables them to make outstanding progress. CPD from our Educational Psychologist on precision teaching methods and class provision maps has ensured that lower ability and SEND pupils are well supported. Continued CPD on Higher Order Thinking Skills (HOTS) has created greater challenge for all pupils, especially the more able.</p>
Distinctive aims and special features	<p>We are a school that embraces creative change. Through an ethos of high expectation and aspiration, linked with support from all our stakeholders, we are not afraid to 'attempt the innovative' in the drive to provide high-quality education for the children in our care. Our curriculum is uniquely tailored to meet the all round needs of our children. At the heart of our skills based curriculum is an emphasis on independent enquiry, reflective thinking, collaboration and creating opportunities for children to showcase their talents.</p> <p>Our school aims to create confident and successful individuals who understand the importance of making a positive contribution within the world. We have a very strong commitment to inclusion and celebrate the contribution of all our children, whatever their needs. Raising self-esteem and aspiration is at the heart of all we do.</p> <p>We pride ourselves in achieving outstanding outcomes for our children. Our standards of achievement are excellent and we ensure that our children are well prepared for their next phase of education, both academically and pastorally.</p> <p>We know that achieving outstanding learning outcomes for our children can only be achieved with a true partnership with parents. We have a proven track record of working exceptionally hard to engage with our parents, particularly those whose work commitments make it difficult for them to be involved in day-to-day activities. Parents' questionnaire results show that 92% of our parents say they feel welcome in school and 92% also say they feel they can talk to the school about any problems they might have.</p> <p>Team work underpins all that the school does and there is a very strong commitment from staff to make a personal contribution to the success of the school e.g. a Teaching Assistant recognised the benefit of extra curricular learning offered by the Children's University, established a CU offer at the school with a growing membership.</p>
Awards and Recognition	<p>The school has received the following status:</p> <ul style="list-style-type: none"> ○ National Healthy School Status ○ Peterborough Inclusion Mark (twice) ○ British Council Full International Schools Award (three times) ○ 2006, 2007, 2008 Active Mark ○ Basic Skills Award Quality Mark (three times) ○ National Teaching Awards – Sustainable Schools Award (Distinction) ○ Royal Horticultural Award (Level 3) ○ Silver Eco Schools Award ○ National Outstanding Schools SCITT Programme

Working in Partnership with Parents/Carers	<ul style="list-style-type: none"> • This area has been recognized as Outstanding in the last two full inspections (2008, 2011) and the survey inspection (2010) • The school prides itself on the warm welcome parents receive from the moment they visit our school. Through the Parent's Charter, the school make it explicit that it expects there to be a strong partnership between home and school. From the first welcome meeting, parents are encouraged to play an active role in the life of the school and opportunities re createdfor them to participate in events. (94% of Parents/Carers believe that there were good arrangements for their son or daughter to settle in when they started school (2014 Questionnaire). • Results of the Annual Parent and Carer and Staff Questionnaires as well as our last 2011 Ofsted Inspection indicate that staff, parents and carers value the strong home/school partnership that exists. 92% of parents and carers believe that the school seeks their view and opinions and 90% of staff feel that the school is well supported by parents in achieving the school's aims. • Parents consultations take place term and are very well attended (100% March 2014). Staff make contact with parents or carers who have not made an appointment and seek to find a time that is convenient to the parents. Parents are provided with termly updates of their child's performance, progress towards targets, areas to work on as well as performance in relation to the five areas of our PRIDE Code. • The school has a flourishing Governing Body with a high percentage of posts taken by parents or carers with children at the school. There is also a very supportive Friends Association who raise vital funds for the school. • A broad menu of events takes place to encourage parents and carers to join in school activities including; class assemblies, afternoon and evening performances of school productions, Honours Awards assemblies, information evenings, thank you events for parent and an annual Groundforce Day. • Parents/carers play an active role in the school community and this is fostered from when their child joins the school. In the Foundation Stage they are offered Stay and Play sessions from October half term so that they can learn alongside their children. Throughout Key stages One and Two they are offered a '2 Can Learn' opportunity each term where they can join their child in school to take part in a collaborative project. Feedback from parents/carers, staff and children has been overwhelmingly positive. • The last Ofsted survey inspection found the school's relationship with parents/carers to be Outstanding in all respects. One action points suggested that the school should make clear its expectations of how parents are to be involved in their child's learning. The school worked with staff and parents to create a Parent's Charter which clearly sets out what the school expects of its parent body. This was shared with all parents and is given out in the school prospectus to all parents considering taking a place at the school.
Working in Partnership with Others	<ul style="list-style-type: none"> • Learning Networks in the Ortons – our local cluster of schools. The Headteacher is Cluster Rep for the Ortons Cluster of schools and Chair of the Primary Headteacher's Group. The cluster group is made up of 9 Primary Schools, 2 Secondary Schools and a Special School 9designated Teaching School). All schools in the partnership work closely together which includes a professional partners programme, where teachers work with colleagues from other schools to move their teaching from Good to Outstanding. • The school has a very close relationship with Ormiston Bushfield Academy, the secondary school most pupils go on to attend. This partnership has led to well develop cross-curricular projects including: <ul style="list-style-type: none"> ○ OBA staff lead a dance project in school as CPD which was then cascaded across KS2, ○ CPD in drama for all teachers followed by working with children, ○ Cross cluster PE competitions and CPD in gymnastics, ○ Taster science sessions in their labs ○ The Head of English from OBA, has worked in our school for one morning a week. Last year she worked with our More Able writers in Year 6 and this year she is helping More Able Readers. ○ • The Headteacher is designated as a Local Leader in Education, is a Lead Headteacher in the Peterborough Self Improving Schools Network and is an Achievement for All Coach.

<p>Specific contextual issues that act as barriers to raising performance</p>	<p>The majority of children at the school come from outside of the catchment area (61%). Therefore, the school places a great importance on ensuring that each child is committed to being a member of the school community and understands what makes Orton Wistow unique.</p> <p>In addition, most children come from homes where both parents work, often long hours, and many use childcare arrangements.</p> <p>The high percentage of out of catchment pupils and working parents necessitates that the school works hard to communicate with parents and carers and to find ways for them to play an active role in their child's education. This can be a challenge.</p> <p>The school is the lowest funded in the Authority (per pupil when Pupil Premium funding is included). The school receives £3555 per pupil, £831 less per pupil than the LA average and £1866 less per pupil than the highest funded school. The school has to work hard to manage its finances in a responsible way whilst meeting the diverse needs of the pupils.</p> <p>A long history of high academic results has meant that the school has not received targeted support from the Local Authority including funding for intervention and support programmes. This has helped foster a strong belief in working with other schools, as reflected in our involvement in the pilot Self Improving Schools programme.</p>
<p>Main priorities in Development Plan for School Improvement (DPSI)</p>	<ul style="list-style-type: none"> • For all lessons to be Good, and to increase the percentage of Outstanding lessons from 41% to 60% by July 2015. • To raise attainment in Y1 phonics and Y6 SPAG in order to exceed National levels. • To raise the impact of parental engagement when supporting their child in mathematics.