

# Inspection of Orton Wistow Primary School

Wistow Way, Orton Wistow, Peterborough, Cambridgeshire PE2 6GF

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Inspection dates: 11 and 12 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils at this large primary school enjoy a broad, interesting curriculum enhanced by additional opportunities such as visits and visitors. Relationships are strong between pupils and their peers and between pupils and adults. Pupils are positive about their learning and are proud of their achievements.

There is a strong focus on basic skills. Opportunities are also provided across wider curriculum subjects for pupils to practise their writing and mathematical skills. This is an inclusive school that caters for the differing needs of pupils. Those with additional needs are fully included in school life, sometimes through adaptations, and they achieve well.

Pupils respond well to the teachers' high expectations. Behaviour in lessons and around the school is good. Pupils are polite and respectful. Incidents of bullying are very rare. Pupils know what bullying is and how to deal with it should any occur. Pupils are happy and safe.

A broad range of clubs and activities are enjoyed by many. Pupils have opportunities to attend residential trips and visits to local attractions. These strengthen the curriculum and motivate pupils. Pupils are well prepared, both academically and personally, for secondary school.

## **What does the school do well and what does it need to do better?**

Leaders have developed ambitious curriculum plans. These identify the important subject knowledge that pupils need to learn and put this into a logical order. This helps teachers to plan lessons that build on pupils' prior knowledge. Pupils achieve well.

Teachers check on pupils' understanding to spot when pupils need extra support to learn what they are being taught. However, they are not as effective at checking when pupils are ready to learn more challenging content or to use what they know in a different context. This means that some pupils must wait for their peers to complete tasks before they can move on to something different.

Phonics and early reading are prioritised. Daily sessions ensure that pupils build up their knowledge and understanding over time. Pupils are keen to show what they know and can do, applying this in their reading and writing. Pupils enjoy reading and have access to a well-stocked library. Reading books are well matched to pupils' phonic knowledge. Pupils read with enthusiasm and expression. Well-trained support staff work with those pupils requiring extra help. This allows these pupils to catch up quickly.

The religious education curriculum teaches pupils to develop respect for, and tolerance of other religions, including what it is like to be a Hindu in Peterborough.

Pupils talk positively about their feelings, friendship, democracy, respect, tolerance and fundraising. They understand fundamental British values.

The early years provision includes well-resourced indoor and outdoor spaces. Engaging activities, such as those linked to a recent 'minibeasts' topic, motivate the children to practise their developing knowledge, interests and skills. The visit of a 'bug expert' inspired children to write, practising their phonics skills and letter formation. Children work cooperatively, safely and with independence and focus. Skilled adults support learning, including for children with special educational needs and/or disabilities (SEND).

Pupils' behaviour in and around the school is positive. Lessons are not disrupted by low-level disruption. There are clear policies, procedures and systems that promote good behaviour and attitudes. Everyone is treated with respect and kindness. Pupils are proud to hold positions of responsibility, including as elected school council members and ambassadors.

Leaders provide a range of additional opportunities for pupils, including through clubs, visits and visitors. There are further opportunities, such as residential trips and breakfast and after-school clubs. Leaders need to carry out checks to ensure that all pupils have equal access to these activities since participation is low for some groups.

A strong team is proactive in the recognition, support and inclusion of pupils with SEND, both in class and with targeted interventions. This ensures that pupils achieve well. Parents and carers are well informed about their child's progress. The school's website is extensive and supports parental engagement.

The multi-academy trust (MAT) supports school leaders and has a sensitive, 'hands-on' approach. MAT leaders know the school's strengths and areas for development well and provide both support and challenge. Leaders are considerate of staff well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at this school. Leaders provide regular and up-to-date training for staff, including for those who hold key safeguarding roles. Visitors to the school, including volunteers, are provided with key safety information and are monitored closely in an atmosphere of professional vigilance. Record-keeping is thorough and meets requirements. This includes for the recruitment and vetting of adults working at the school. Pupils know how to keep themselves safe both when online and offline. They look out for one another and have trusted adults they can talk to. Health and safety, including appropriate risk assessments, is prioritised.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Pupils who need adapted teaching approaches, primarily those who need to move on more quickly and/or need greater challenge, are not always provided with these. In some lessons, these pupils wait for their peers to complete tasks before moving on. Leaders need to ensure that teaching is appropriately adapted to meet the needs of all pupils, including providing opportunities for pupils to show what they know and can do.
- Pupils who receive pupil premium funding may not receive similar cultural capital as their peers because some do not access the additional opportunities on offer, such as residential trips. Leaders need to ensure that all pupils have equal access to these valuable enrichment activities.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	146845
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10268461
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	415
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mary Foreman
<b>Headteacher</b>	Colin Marks
<b>Website</b>	<a href="http://www.owps.org.uk">www.owps.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school became an academy in March 2019.
- The school is part of OWN Trust.
- Leaders do not currently use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, executive deputy headteacher, special educational needs coordinator, subject leaders and other staff.
- The lead inspector met with the chief executive officer of the MAT and other MAT representatives. They also met with members of the governing board, including the chair.

- Deep dives were undertaken in early reading, mathematics, religious education and physical education. This included visiting lessons with subject leaders, talking with pupils, considering planning and policies, and looking at work in books. Meetings were also held with subject leaders from each deep-dive area.
- The school's website and other documentation were considered.
- Inspectors met with groups of pupils, including the school council, ambassadors and house captains.
- Safeguarding documentation, records and case studies were considered and scrutinised.
- Results from Ofsted Parent View and staff surveys were considered. This included 73 free-text comments to Ofsted Parent View.

### **Inspection team**

Jacqueline Bell-Cook, lead inspector	Ofsted Inspector
Julie Harrison	Ofsted Inspector
Sue Pryor	Ofsted Inspector

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