

# Orchard Lea Junior School

## Inspection report

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<b>Unique Reference Number</b>	116225
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357914
<b>Inspection dates</b>	3–4 November 2010
<b>Reporting inspector</b>	Paul Canham

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Yule
<b>Headteacher</b>	Brendan Carroll
<b>Date of previous school inspection</b>	15 July 2008
<b>School address</b>	Kennedy Avenue Fareham PO15 6BJ
<b>Telephone number</b>	01329 234471
<b>Fax number</b>	01329 282019
<b>Email address</b>	brendan.carroll@orchardlea-jun.hants.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, observed seven teachers and held meetings with governors, staff and a group of pupils, and talked with pupils in lessons. They observed the school's work and looked at a range of documentation, including assessment and attendance information, lesson plans, safeguarding arrangements, school development planning, minutes of governing body meetings and pupils' work. Inspectors also scrutinised the 100 questionnaires received from parents and carers, as well as those from staff and a sample of pupils.

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

- The extent to which higher expectations are increasing the level of challenge.
- How much improvements to assessment procedures have strengthened monitoring and extended the accountability of staff and governors.
- The extent to which the re-established senior leadership team, and the governing body, influence the school's direction and performance.

## Information about the school

Orchard Lea Junior School is smaller than average. Almost all pupils are White British. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. These pupils' needs cover a wide range, including moderate learning difficulties and behavioural, emotional and social needs.

The school has achieved the National Healthy School award, Activemark and the Rights, Respect and Responsibilities accreditation. The headteacher returned in January 2010 after a prolonged absence. Pupils in Year 6 were on a residential trip at the time of the inspection.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This school provides a satisfactory education for its pupils. It has a number of good features which include the care and support it provides. The school is successful in enhancing pupils' self-esteem and developing their confidence and strengthening their personal qualities. Pupils have a good understanding of healthy lifestyles and keeping safe and have a keen interest in learning about others and an appreciation of different cultural heritages. Their enjoyment of learning is reflected in the enthusiastic response to creative and sporting opportunities. Parents and carers are supportive of the school. Good links have been established through, for example, the use of electronic messaging for keeping in touch, and meetings so that parents' can help their children at home.

Now that senior leadership is fully established once again, the school is securely placed to focus on driving improvement forward. Monitoring and tracking systems have been introduced and, as a consequence, governors and school leaders have a clear understanding of where the school is now and what needs improving. This has already had a positive impact on performance levels, especially in English. However, the school recognises that the pace at which improvements are being made is not yet quick enough. Monitoring procedures are not yet sufficiently rigorous and detailed assessment information is not used consistently enough to assist school planning. Nevertheless, the school's awareness and vision are informed by an increasingly accurate self-evaluation, attainment is improving and, as a consequence, the school's current capacity for sustained improvement is satisfactory.

Previous underachievement has been successfully overcome and progress is now satisfactory overall. Pupils' attainment is rising and larger proportions of pupils reached the higher levels in the most recent national assessments and tests for pupils in Year 6. The push for consistently good teaching is evident in the continual review of classroom practice. As a result, the quality of teaching is steadily improving, which is reflected in pupils' progress. Pupils are progressing well in lessons that are effectively managed and include interesting activities that capture their imagination and hold their attention. However, information from assessment is not always used as well as it could be to help match activities to pupils' differing needs and to ensure that the tempo of learning is always brisk enough. Intervention work, including well-tailored support for individual pupils, is successfully supporting pupils with special educational needs and/or disabilities and others from minority ethnic backgrounds.

Clubs and sporting activities are popular and provide pupils with good opportunities to strengthen confidence and develop performance skills. The school's community and international links provide pupils with good opportunities to appreciate and value people's different backgrounds and experiences. Pupils willingly take a full part in sponsoring local and international charities.

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

- Improve teaching so that at least 80% is good, or better, by July 2011 by ensuring staff always:
  - use assessment information to adapt lesson content in response to pupils' differing needs
  - provide challenging tasks that are well paced and pitched at the right level.
- Increase the pace at which school improvement is being secured by:
  - ensuring that the senior leadership team takes a more rigorous approach to monitoring
  - using information from monitoring and assessment more effectively to sharpen procedures and measure the school's progress against clear criteria.

## Outcomes for individuals and groups of pupils

**3**

Pupils' enjoyment of learning, as seen in their eagerness to become involved in stimulating and well-paced activities in English and mathematics, is a characteristic of most lessons. They work well in small groups and readily share information, showing a determination to get the tasks right. Pupils work well independently of the teachers, for example when working in pairs and small groups to empathise with the living conditions for people during the Second World War in preparation for their writing tasks. Pupils also showed great satisfaction in completing the tasks and explaining the reasons behind their answers, for example during mathematics.

Attainment is broadly average overall from average starting points in Year 3 and all groups of pupils achieve satisfactorily. The recent dip in performance in 2009 has been addressed well. School data shows that levels of attainment and the rate of progress are improving securely and quickly. Consequently, pupils currently in Year 6 are reaching higher levels of attainment than last year's cohort. There are no significant variations in the rates of progress made by pupils with special educational needs and/or disabilities and others, or by the very small number of pupils from different ethnic backgrounds.

Pupils say they like coming to school because they feel secure and enjoy making friends. These positive attitudes are evident in the above average attendance. Pupils show much interest and respect for different people's feelings, in their involvement in community projects, for example. Pupils' good understanding of living healthily is evident in the way they talk about the importance of eating different kinds of food and the need for regular exercise. Pupils are generally considerate towards each other, polite and courteous. The school council provides good opportunities for pupils to represent the views of others and to make decisions such as the purchasing school sports equipment. Supported by the school's projects to encourage enterprise, including fund-raising activities, pupils' personal skills give them a secure base on which to move to secondary school.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Effective classroom management, clear learning intentions, and questioning that probes pupils' understanding are particular strengths of teaching and learning. Support given by teaching assistants is typically well targeted. Topics, such as those that encourage imaginative writing and make links between the different subjects, successfully capture pupils' interest and hold their attention. Consequently, pupils willingly become interested in their learning and want to delve deeper for themselves. However, the pace of learning is not always as rapid as it could be and some activities do not expect enough from pupils. Assessment is not used consistently to guide planning, which means that tasks are not always matched well enough to the needs of different abilities. As a result, the pupils do not always learn as well as they should.

Informative displays give an insight into the diversity of the curriculum. It successfully links different subjects and give pupils opportunities to reinforce their learning and develop their skills through topics or themes. Skills, including the ability to work collaboratively and independently, are encouraged. The curriculum also provides a carefully constructed balance between basic skills in English, and the development of pupils' performance and creative skills. The teaching of French adds an additional positive dimension. However, the school has rightly started to review the curriculum to improve pupils' skills further in mathematics and reading, building on the current strengths in writing. The curriculum is supported by a well-planned programme for personal, social and

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health education. Pupils' learning experiences are further enriched by a number of popular clubs, residential trips, visits to places of interest and the use of subject specialists.

The good support for pupils' personal development and pastoral care is recognised and valued by parents and carers. Staff know the pupils well and good links have been established with families. Attention to pupils' health and well-being is reflected not just in opportunities for physical activity, but also in the provision of healthy school meals. Individualised programmes of support for pupils whose circumstances make them vulnerable to underachievement cover a broad range of personal and learning needs. The school is particularly successful at managing pupils who start at the school part-way through the year. Individual achievement is competently managed through improved tracking of pupils' attainment and progress. Targets are realistic and are increasingly challenging. Evaluations lead to well-timed interventions, which reinforce pupils' literacy skills and successfully build confidence.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The leadership and management of the school is satisfactorily embedding ambition and driving improvement. Following the return of the headteacher, the focus on key priorities for sustained improvement has sharpened. These changes are matched by a planned approach to monitoring and a greater awareness of the path the school needs to follow to address past underachievement. The leadership team is creating a culture that is committed not only to strengthening each pupil's self-esteem, but also to raising their achievement. Improvements are already evident, with more rapid progress in some year groups reflecting recent improvements to the quality of teaching. However, the rate at which improvement is taking place is not quick enough. Senior managers have yet to monitor systematically all aspects of the school's work. Information from assessment information and monitoring is not used well enough to ensure that the rate of progress is as brisk as it could be when measured against the school's priorities. The promotion of equality and approaches to tackling any form of discrimination are satisfactory. As a result, groups of pupils make similar progress, although some pupils, especially the higher-attainers, could make faster progress in a few classes.

Governance is satisfactory. Governors are supportive and members are highly visible in the school. Their determination to raise achievement is reflected in the procedures for monitoring and evaluation of the school's performance. The work of the governors shows they are becoming much more involved in the strategic management of the school. Although they are starting to hold the school to account for its work, they are not yet

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sufficiently involved in checking on the school's progress. Safeguarding procedures are satisfactory. Attention to pupils' safety and safeguarding is integral to the school's work and appropriate assurance and risk assessment systems have been established. Local services and agencies are used effectively to enhance the well-being of pupils experiencing difficult circumstances and those with special educational needs and/or disabilities.

Community cohesion is effectively promoted within the school and in the community. The school provides a number of opportunities for pupils to gain a good understanding about people's backgrounds and communities in other parts of the world. In recognition of this work, the school has been accredited the 'Rights, Responsibilities and Respects' award. However, the school knows that it must do more to help pupils understand about people's backgrounds and communities in other parts of the United Kingdom. Parents and carers are very supportive of the school and play an active part in school events, including projects that involve working collaboratively with their children.

*These are the grades for leadership and management*

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

## Views of parents and carers

An above average proportion of the school's parents and carers returned the questionnaires. The very large majority of responses were very positive. A few parents made written comments and a number of these expressed considerable satisfaction with the school. These included positive remarks about the caring and supportive environment and the quality of the staff. However, a few questionnaires recorded reservations over a small number of issues. These included the amount of progress their children are making and behaviour. The inspection found evidence to indicate that pupils are making more rapid progress than they did before. Behaviour was found to be good and pupils respond well in lessons.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Orchard Lea Junior 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 100 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	44	50	50	4	4	2	2
The school keeps my child safe	35	35	62	62	2	2	1	1
My school informs me about my child's progress	34	34	61	61	3	3	0	0
My child is making enough progress at this school	34	34	58	58	7	7	1	1
The teaching is good at this school	42	42	53	53	5	5	0	0
The school helps me to support my child's learning	34	34	59	59	6	6	0	0
The school helps my child to have a healthy lifestyle	27	27	67	67	2	2	1	1
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)	24	24	69	69	3	3	0	0
The school meets my child's particular needs	23	23	70	70	4	4	2	2
The school deals effectively with unacceptable behaviour	25	25	52	52	16	16	2	2
The school takes account of my suggestions and concerns	20	20	69	69	6	6	1	1
The school is led and managed effectively	28	28	65	65	2	2	2	2
Overall, I am happy with my child's experience at this school	37	37	58	58	3	3	2	2

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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



5 November 2010

Dear Pupils

**Inspection of Orchard Lea Junior School, Fareham PO15 6BJ**

We very much enjoyed our visit to your school ♦ thank you for making us feel so welcome. This letter is to tell you about some of the things we found while we were with you.

Yours is a satisfactory school. This means that there are lots of things that it does well, but also there are some things that could be better. It is a place where you feel safe and benefit from good care and support. You told us it is also a place where you can make friends and enjoy taking part in the many exciting activities and interesting clubs. You show a keen interest in other people and their backgrounds. The very large majority of your parents expressed considerable satisfaction with the school.

Here are some other important things about your school:

- You make satisfactory, and sometimes good, progress in lessons.
- You behave well, attend regularly and respond enthusiastically to activities that encourage you to think creatively.
- You have a good understanding of what makes for a healthy lifestyle and healthy eating.

To make things even better for you, your school has been asked to:

- help you to make faster progress by giving you more challenging activities throughout the lessons
- ensure that those in charge of the school make better use of the information they get about your progress to help them plan more effectively and increase the pace at which improvements are made.

We wish each one of you every success in your future education and hope that you continue to enjoy learning as much as you do now. You can all help the school by continuing to work hard.

Yours sincerely

Paul Canham

Lead inspector

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